DOCUMENT RESUME

ED 101 785 JC 750 139

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TITLE Faculty Perceptions of Institutional Characteristics as Revealed through the "Institutional Functioning Inventory."
INSTITUTION State Univ. of New York, Alfred. Agricultural and Technical Coll.
PUB DATE Oct 74
NOTE 127p.; For a related document, see JC 750 138

EDRS PRICE MF-$0.76 HC-$6.97 PLUS POSTAGE
DESCRIPTORS *Administrator Attitudes; Agricultural Colleges; *College Role; *Educational Objectives; Institutional Research; *Junior Colleges; Role Perception; *Teacher Attitudes; Technical Institutes; Values
IDENTIFIERS IFI; Institutional Functioning Inventory; *SUNY Agricultural and Technical College Alfred

ABSTRACT

In May 1974, the Institutional Functioning Inventory (IFI), which measures individual and collective perceptions or orientations of respondents concerning institutional functions generally agreed to be important in the context of higher education in contemporary American society, was administered to a "stratified-volunteer-quota" sample of the staff of Alfred State College. The sample consisted of 15 from the administration, 14 from the Division of Student Affairs, and 65 from the six academic divisions. Compared with the IFI normative group, the academic faculty in the Alfred State College sample scored their institution higher on the Democratic Governance, Concern for Innovation, Meeting Local Needs, and Institutional Esprit scales; slightly lower on the Undergraduate Learning, Self-Study and Planning, Human Diversity, and Freedom scales; and notably lower on the Intellectual-Aesthetic Extracurriculum, Concern for Improvement of Society, and Concern for Advancing Knowledge scales. Despite some noteworthy differences, interinstitutional comparison showed the profiles for administration, student affairs, and academic faculty to be similar. The profiles for each of the six academic divisions were also similar. Some differences within the academic faculty were noted based on age, years of service, and rank. (DC)

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FACULTY PERCEPTIONS OF INSTITUTIONAL CHARACTERISTICS AS REVEALED THROUGH THE "INSTITUTIONAL FUNCTIONING INVENTORY"

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REPORT

Prepared By:

Office of Institutional Research
SUNY Agricultural and Technical College
Alfred, New York

October, 1974

JC 750 139

FACULTY PERCEPTIONS OF INSTITUTIONAL CHARACTERISTICS
AS REVEALED THROUGH THE
"INSTITUTIONAL FUNCTIONING INVENTORY"

ABSTRACT

The Institutional Functioning Inventory, a test instrument developed and distributed by the Educational Testing Service, was administered to a "stratified-volunteer-quota" sample of the SUNY Agricultural and Technical College at Alfred Faculty during May, 1974. A research tool intended primarily for self-study and planning, the Institutional Functioning Inventory (IFI) attempts to measure the individual and collective perceptions or orientations of respondents along several dimensions which are generally agreed to be important in the context of higher education in contemporary United States society.

The IFI employs a paper-and-pencil questionnaire consisting of 132 multiple-choice items, which yield scores on 11 scales of 12 items each. The scales (dimensions) are identified and described briefly as follows:

1. Intellectual-Aesthetic Extracurriculum (IAE): the extent to which activities and opportunities for intellectual and aesthetic stimulation are available outside the classroom.

2. Freedom (F): the extent of academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community.

3. Human Diversity (HD): the degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes.

4. Concern for Improvement of Society (IS): the desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change in America.

5. Concern for Undergraduate Learning (UL): the degree to which the college--in its structure, function, and professional commitment of faculty--emphasizes undergraduate teaching and learning.

6. Democratic Governance (DG): the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision.

7. Meeting Local Needs (MLN): institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding communities.

8. Self-Study and Planning (SP): the importance college leaders attach to continuous long-range planning for the total institution, and to instutional research needed in formulating and revising plans.

9. Concern for Advancing Knowledge (AK): the degree to which the institution--in its structure, function, and professional commitment of faculty--emphasizes research and scholarship aimed at extending the scope of human knowledge.

10. Concern for Innovation (CI): the strength of institutional commitment to experimentation with new ideas for educational practice.

11. Institutional Esprit (IE): the level of morale and sense of shared purposes among faculty and administrators.

The participating Alfred State College faculty numbered 94, the sample consisting of 15 from Administration, 14 from the Division of Student Affairs, and 65 from the six Academic Divisions.

Sample scale scores and item responses were compared with those of the IFI Normative Group, that group consisting of approximately 1,500 academic faculty, and representing 37 institutions of higher education throughout the United States.

Several cautions were suggested in interpreting the findings of this study, the more important bearing upon the issues of: the validity of sample-Normative Group comparisons; the relevance of certain items to the Alfred State College situation; the provision

of norms for academic faculty only; the dangers in making value judgments about particular scores uncritically; the representativeness of the sample; the poorly constructed "local option" questions; and the matter of sub-group size.

The analysis of IFI scale scores showed that, compared with the Normative Group, the academic faculty in the Alfred State College sample scored higher on the Democratic Governance and Concern for Innovation, but especially on the Meeting Local Needs and Institutional Esprit scales; slightly lower on the Undergraduate Learning, Self-Study and Planning, Human Diversity, and Freedom scales; and notably lower on the Intellectual-Aesthetic Extracurriculum, Concern for Improvement of Society, and Concern for Advancing Knowledge scales.

A comparison of the sample "Profile" to a "Model" for a two-year agricultural and technical college led to the characterization of the low IAE and the middling F, UL, and SP scale scores as problematic. Partial explanations were attempted through a detailed examination of the responses to individual scale items.

Intra-institutional comparisons were also made. It was discovered that, despite some noteworthy differences, the profiles for Administration, Student Affairs, and Academic Faculty were similar. The profiles for each of the six academic divisions were also compared with that for the academic faculty as a whole. Finally, some differences among the academic faculty were observed based upon age, years of service, and rank.

Comparison of scale standard deviations for the Alfred State College sample to those for the Normative Group showed an "above average" degree of consensus or agreement for the former.

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INTRODUCTION

This is a report on the responses of a sample of the State University of New York Agricultural and Technical College at Alfred Faculty to the Institutional Functioning Inventory, a test instrument designed, developed and distributed by the Educational Testing Service of Princeton, New Jersey, in connection with the Service's Institutional Research Program for Higher Education.

The Institutional Functioning Inventory (IFI) is intended primarily for institutional self-study and, in broader context, it may function as a potentially valuable aid to rational planning. It is based upon the assumptions that institutions of higher education are imperfect and ever-changing entities, that their attainments are often short of stated objectives, and that goals, priorities, and practices are in need of continuous scrutiny and re-examination as changes are either suggested or dictated by those factors in the external and internal environments which impinge upon the educational process. It also assumes that college communities consist of identifiable sub-groups (e.g., academic faculty, administrators, students, student affairs personnel, etc.) whose understandings of and judgements concerning institutional practices, purposes, goals, and priorities exhibit varying degrees of consensus. Finally, its rationale and potential uses rest most comfortably upon the assumption that maximum benefits may be derived from analyzing, interpreting, and discussing its revelations in an institutional atmosphere

which is congenial to a diversity of opinion and which encourages lively debate on relevant issues. It is for this latter reason, in particular, that the Alfred State College Office of Institutional Research recommends the widest possible distribution of this report throughout the College Community.

Appreciation is extended to President David H. Huntington for his encouragement of this study, to his Assistant, Joseph Schaffner for his efforts in selecting the sample and coordinating the administration of the instrument, to those members of the faculty who offered their assistance and advice during the preparatory stages, to Dr. Richard Close, Director of the Computer Center for his expert help in expediting the analysis, but especially to those ninety-four faculty members who have taken the time from busy end-of-year schedules to share their thoughts about those important matters which constitute the concern of the Institutional Functioning Inventory.

What follows is a description of the Institutional Functioning Inventory, some words of caution concerning its use, and a presentation and discussion of the results of its application to the Alfred State College sample.

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October, 1974

SECTION I

DESCRIPTION OF THE INSTITUTIONAL FUNCTIONING INVENTORY[1]

The Institutional Functioning Inventory represents an attempt to measure the individual and collective orientations of respondents along several dimensions which are generally believed to be important in the context of higher education in contemporary United States society. As suggested in the introductory remarks, it is believed that a "reading" of the institution's relative position along each of these several dimensions can make an important contribution to self-knowledge and may also provide a significant input into the planning process.

The IFI Scales

The IFI employs a paper-and-pencil questionnaire consisting of 132 multiple-choice items, which yield scores on 11 scales of 12 items each. The scales (dimensions) are identified and defined below:[2]

1. This description draws upon the general and technical information contained in Richard E. Peterson, et.al., Institutional Functioning Inventory Preliminary Technical Manual, Princeton, New Jersey: Institutional Research Program for Higher Education, Educational Testing Service, 1970.
2. Ibid., pp. 1-2.

(IAE) Intellectual-Aesthetic Extracurriculum refers to the availability of activities and opportunities for intellectual and aesthetic stimulation outside the classroom. Colleges with high scores are characterized by their deliberate efforts to encourage intellectual and artistic interests through appearances by leading intellectuals, informal discussion groups, student literary productions, art exhibits, musical presentations, and so forth. Low scores would mean a relative absence of extracurricular opportunities of an intellectual and aesthetic nature.

(F) Freedom has to do with academic freedom for faculty and students as well as freedom in their personal lives for all individuals in the campus community. High scores imply that respondents perceive themselves to be essentially free to discuss topics and organize groups of their own choosing, to invite controversial speakers, and to be relatively free of college restrictions on their personal conduct and activities. Low scores suggest an institution that places many restraints on the academic and personal lives of faculty and students.

(HD) Human Diversity has to do with the degree to which the faculty and student body are heterogeneous in their backgrounds and present attitudes. A high score indicates that the college is viewed as having attracted students and faculty of diverse ethnic and social backgrounds, of diverse political and religious attitudes, and of diverse personal tastes and styles. A low score suggests a campus community that is relatively homogeneous in terms of faculty and student backgrounds and beliefs.

(IS) Concern for Improvement of Society refers to a desire among people at the institution to apply their knowledge and skills in solving social problems and prompting social change in America. A high score implies that many faculty wish to, and do, consult with governmental agencies on social and economic matters, that programs dealing with contemporary social problems exist on campus, that campus authorities are committed to the view that the institution should be actively engaged in working to improve social conditions. Low scores imply some combination of disinterest, parochialism, or conservatism in relation to the existing American social order.

(UL) Concern for Undergraduate Learning describes the degree to which the college--in its structure, function, and professional commitment of faculty-emphasizes undergraduate teaching and learning. A high score suggests a faculty generally disposed toward personalized teaching of undergraduates, encouragement of active student involvement in the learning enterprise, and institutional rewards for good teaching. A low score indicates either that undergraduate instruction stands relatively low as an institutional priority, or else the perception that, for whatever reasons, the quality of teaching at the college is generally somewhat poor.

(DG) Democratic Governance reflects the extent to which individuals in the campus community who are directly affected by a decision have the opportunity to participate in making the decision. High scores signify extensive and meaningful faculty and student involvement in institutional affairs, decentralized decision making, and shared (horizontal) rather than hierarchical (vertical) organizational arrangements. Low scores suggest authoritarianism--authority and power tightly held, typically by an administrative clique, in a "top-down" administrative framework.

(MLN) Meeting Local Needs refers to an institutional emphasis on providing educational and cultural opportunities for all adults in the surrounding area, as well as meeting needs for trained manpower on the part of local businesses and government agencies. High scores indicate availability of adult-education, job-related, and remedial curricula; operation of job-placement and vocational-counseling services; accessibility of the campus to commuters; and so forth. Low scores indicate a low priority, usually reflecting traditional purposes and functions, given to meeting local area needs.

(SP) Self-Study and Planning has to do with the importance college leaders attach to continuous long-range planning for the total institution, and to institutional research needed in formulating and revising plans. High scores reflect the perception that long-range planning is a high-priority activity for college officials; that a long-range plan for the institution currently either exists, is being developed, or is being reformulated; and that relevant institutional self-studies are periodically conducted. Low scores indicate a perceived lack of systematic long-range planning and pertinent self-study.

(AK) Concern for Advancing Knowledge reflects the degree to which the institution--in its structure, function, and professional commitment of faculty--emphasizes research and scholarship aimed at extending the scope of human knowledge. High scores signify heavy faculty engagement in scientific research, institutional rewards for academic productivity, and high institutional priority for knowledge-producing activities in general. Low scores indicate a low priority, usually reflecting traditional college purposes, given to research and scholarship.

(CI) Concern for Innovation refers, in its highest form, to an institutionalized commitment to experimentation with new ideas for educational practice. A high score reflects the view that senior administrators are receptive to new ideas, that people are encouraged to innovate and experiment at all levels, and that significant changes, in curriculum, for example, have, in fact, been made in recent years. Low scores could imply traditionalism, complacency, or opposition to change in the college community.

(IE) Institutional Esprit refers to a sense of shared purposes and high morale among faculty and administrators. High scores reflect a feeling of genuine community (as commitment to shared objectives), loyalty to the institution and satisfaction with its work, open and honest communication among faculty and administrators, and respect for the competency of administrative leaders. Low scores suggest antagonism among and between faculty and administrators, low faculty estimate of the worth of the college, and poor morale in general within faculty and administrative ranks.

A Perceptual Approach

The 132 items comprising the above scales are of the perceptual variety; that is, the respondent is requested to supply his or her impressions, beliefs, or understandings about various aspects of the institution's organization, operation, and orientation. This is in contrast to the self-report approach, which requires the respondent to provide factual information about himself, and to the demographic, which looks to such sources as the census and vital statistics publications for so-called "hard" data.

An important disadvantage of the perceptual approach is that it cannot be relied upon to tell us what things are "really like." For example, if one desires accurate information about the average salary of assistant professors at this campus, calculating such a figure from current Personnel Office records provides an eminently more valid procedure than asking a sample of faculty members what they think it is, or worse yet, what it ought to be.

In contrast to the self-report and demographic approaches, however, the perceptual does have two major advantages. First, and most importantly, it provides information which is different from and which is quite unavailable through the other two: As a "subjective" approach, it provides insights into how people perceive or understand the "facts" or "reality" of their situation, regardless of what those "facts" or that "reality" might be in any "objective" sense.

In relation to institutional self-study, this kind of information may have value in its own right, particularly, but not only, when it reveals the existence of a gap between perception and the policies or assumed practices of an institution. For example, the revelation (to be detailed in Section III of this report) that 59% of the Alfred State College academic faculty participating in the IFI study believe that decisions on promotion and tenure are not based primarily on an estimate of teaching effectiveness may suggest the existence of just such a gap. Such a perception (and the gap thereby revealed) is clearly as important as whatever "reality" a reference to any "objective" data might reveal. In any given instance, the degree of coincidence between the "subjective reality" and the "objective reality" is a matter for careful research. As Peterson, et.al., have indicated in a similar context, "By examining faculty responses to the IFI in the light of assumed purposes, an institution may identify discrepancies that suggest re-examining or changing the way it acutally operates."[3] The basic point being made here, of course, is that perceptions are important because they influence behavior: As W.I. Thomas, one of the founding fathers of American Sociology once stated, "If men define situations as real, they are real in their consequences."

A second advantage of the perceptual approach, especially as compared with self-reporting, is that it may help to reduce the self-consciousness of the respondent, thereby providing the researcher with greater assurances that the respondent is

3. Ibid., p. 10.

telling us what he really believes or feels. Since he is not providing factual information about himself, he tends to feel less threatened and more secure in his belief that his remarks and views will remain anonymous (In this regard, it is interesting to note that 5 members of the academic faculty in the Alfred State College sample consistently refused to answer the few self-report items on age, years of service, and rank).

The IFI Scale Items and the Scoring Procedure

Grouped in terms of their respective scales, the 132 IFI items are reproduced in Appendix A. They are of two major types, so-called "factual" items and "opinion" items. The respondent is asked to answer "Yes," "No," or "Don't Know" to the factual items, and "Strongly Agree," "Agree," "Disagree," or "Strongly Disagree" to the opinion items. Each item is treated dichotomously, that is, receiving a score of either 0 or 1; and the respondent's score on any scale is simply the sum of his scores on each of the 12 items.

In some cases a "Yes" response to a factual item is scored as a 1 and a "No" response as a 0, but in some cases the converse is true, depending on the content of the item. For example, a "Yes" response to the Freedom (F) Scale factual item "There are no written regulations regarding student dress" is scored 1, since such a response is held to reflect a perception of freedom. On the other hand, a "No" response to the item "The institution imposes certain restrictions on off-campus political activities by faculty members" also receives a score of 1, since it ostensibly also reveals a

perception of freedom.

The same scoring procedure applies to opinion items: For some a "Strongly Agree" or "Agree" response receives a score of 1, while a "Disagree" or "Strongly Disagree" receives a 0, but again the converse may be true, depending on item content. Turning again to the Freedom Scale for illustrative purposes, a "Strongly Agree" or "Agree" response to the statement "An essentially free student newspaper exists on this campus (with accountability mainly to its readership)" is given a score of 1, since agreement is believed to be indicative of perceived freedom. However, a "Disagree" or "Strongly Disagree" response to "Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the state or federal government" would also receive a score of 1.

As noted above, a person's scale score on any of the eleven IFI scales is computed by simply summing his scores for the 12 items. Individual scale scores, therefore, range from a minimum of 0 to a maximum of 12. To illustrate, someone answering the questions on the Freedom Scale in the manner of hypothetical person "A" below would receive a scale score of 5, while someone answering in the manner of person "B" would score 11. The rationale of the IFI, of course, contains the assumption that a person with a scale score of 11 perceives a higher degree of freedom on his campus than does a person with a score of 5.

Hypothetical Response Patterns to IFI Freedom Scale Items

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Freedom Scale Item Number*	Person A	Person B	Scoring Key (Answer Receiving a Score of 1)
8	Y	Y	Y
16	N	N	N
22	Y	N	N
30	A	SA	SA,A
39	A	D	SD,D
47	A	D	SD,D
54	A	D	SD,D
55	D	D	SA,A
61	D	SA	SA,A
64	A	A	SA,A
71	D	D	SD,D
72	A	D	SD,D
Scale Score	5	11	12

Y=Yes; N=No; SA=Strongly Agree; A=Agree; D=Disagree
SD=Strongly Disagree

*See Appendix for Item Content.

Having computed scale scores for individuals in the manner described above, it is possible to calculate basic descriptive statistics (means, medians, quartiles, standard deviations, etc.) for various collectivities of individuals. For example, we can calculate mean and standard deviation scale scores on all 11 IFI scales for the total sample, or for various categories or sub-groups, such as academic faculty, members of a particular division or divisions, or individuals of a particular academic rank.

Comparative Data: Norms for Scale Means

Average scores calculated for any single sample or sample sub-groups have meaning in their own right, and they provide useful information. To illustrate, it is clearly interesting to learn that, with a possible minimum of 0 and a maximum of 12 (both, of course, being highly unlikely results), the average scale score for the academic faculty represented in the Alfred State College sample on the Concern for Advancing Knowledge (AK) Scale is 2.42; or that the Instructors and Assistant Professors in the Alfred State College sample apparently perceive a lower degree of Democratic Governance (DG) on the campus than do the Associate Professors and Professors, the mean scale scores for the two categories of academic rank being 6.91 and 8.47, respectively. Interesting as these figures may be, however, they have limited information content outside of a broader and well-defined comparative context. For example, although it is illuminating to note that the sample of academic faculty scored a 2.42 on the (AK) Scale, the question arises as to how this score

compares with those of other institutions. Is it higher, lower, or about the same as the scores of other comparable schools?

The question we have raised, of course, calls for comparative or "normative" data, and the Educational Testing Service does supply IFI users with norms, which, "...represent the performance of a relevant, representative group on the trait or characteristic in question." As we are also properly cautioned, however, "Norms of any kind are in no way permanent or absolute. They merely represent the performance of the comparison group sample."[4]

The IFI Comparison group sample, herein referred to as the Normative Group (NG), consists of 37 colleges and universities of various types throughout the United States, with an approximate total of 1,500 participating academic faculty. According to Educational Testing Service data, the 37 institutions appear representative of the national distribution of senior colleges in terms of such criteria as type of control (public; private-independent; and private-church-related), level of offering (Colleges, USOE levels II & III; and Universities, USOE level IV), and geographical distribution.

For all eleven IFI scales, mean scale scores for each of the 37 institutions in the Normative Group have been calculated, and the distributions of mean scale scores with equivalent percentile ranks have been made available. Additionally, grand means and standard deviations for the total of all 37 institutions are provided. These data appear on a "Profile Chart,"

4. Ibid., p.34.

which allows any institution to plot its own profile of IFI scale means, thereby facilitating easy and convenient comparison to the Normative Group. Such charts are used extensively in Section III of this report.

The Issue of Consensus: Comparative Data for Standard Deviations

In addition to the mean scale scores, the Educational Testing Service also supplies normative data for the standard deviations. In particular, a percentile distribution indicating the lowest, twenty-fifth, fiftieth (median), seventy-fifth, and highest standard deviations for the Normative Group on each of the IFI scales is given. These comparative data on standard deviations allow the investigation of an important topic, one which is not amenable to study through a scrutiny of the means alone. Specifically, normative data on standard deviations allow us to pursue the issue of relative agreement or consensus among those responding to the IFI about the orientation revealed by the mean scale scores. For example, we find that the standard deviation for the academic faculty of the Alfred State College sample is 1.79 on the AK Scale, but again the question arises as to how this value compares with that for other institutions. Is the dispersion of individual scale scores about the mean greater, less than, or about equal to that for academic faculty elsewhere? With respect to the IFI AK Scale, of course, this question is understood to bear a close relation to the following one:

Is the degree of agreement or consensus about the College's concern for the advancement of knowledge among the Alfred State College academic faculty higher, lower, or about the same as that for the academic faculties of other schools? It should be understood that the question of consensus is independent of (but may be quite as important as) the matter of actual institutional orientation: To know only that the institution's mean is above or below the mean for the Normative Group says something about relative orientation, but nothing about the variety of opinions that might exist. The question of the relative consensus among the Alfred State College academic faculty is one which is addressed in Section III.

Item Norms

Norms are also available for each of the 132 IFI items, which consist simply of the percentages of responses in each answer category for the Normative Group. These data allow a more detailed and penetrating analysis than is possible with means and standard deviations alone, they provide succinct information on specific issues, and they help us to interpret the meaning of IFI scale scores. To illustrate, it may be interesting to learn that 53% of the academic faculty in the Alfred State College sample agreed with the statement "Faculty members feel free to express radical political beliefs in their classrooms," (Freedom (F) Scale Item #61). On the one hand, it may be tempting to interpret this finding as somewhat impressive, since it allows us to state that a majority responded in a positive way. On the other hand, one may argue the converse,

that is, that it is disappointing to discover that only about half of the academic faculty responded affirmatively. The availability of comparative data, however, sheds additional light on the meaning of the statistic. In particular, the comparable percentage of Normative Group academic faculty agreeing with the above statement was 75%. This last point emphasizes the advantages of comparative data, but it also leads to a discussion of cautions in employing such data.

SECTION II

SOME IMPORTANT WORDS OF CAUTION ABOUT THE USE OF THE IFI

Validity of Comparisons

The discrepancy between the two percentages cited above clearly asks for an explanation. Why do only about half of the academic faculty in the Alfred State College sample as opposed to three-quarters of the Normative Group perceive the existence of freedom to express radical political beliefs in the classroom? One possible answer, of course, is the most obvious one; that is, that there is a greater perception of an atmosphere of political repression on this campus, one which may result in resentment and poor morale, and which may, in turn, effect such factors as classroom performance and faculty turnover rates. Another approach at an explanation of the differential is more cautious and critical, however, and it raises the question of the validity of the comparison itself, a question which should always be present in the cautious and proper use of comparative data.

How valid is it to compare the Alfred State College sample to the IFI Normative Group? This is a difficult question, one which does not lend itself to simplistic-categorical answers of the "all or none" variety. It should be noted, however, that the 37 colleges and universities in the Normative Group are all four-year institutions, so that, although public colleges are included, two-year community colleges and two-year agricultural-technical colleges are not.

Raising the question of validity of comparisons may lead to a very different kind of answer than the "obvious" one offered in the illustration above. Knowing that we are comparing a two-year agricultural-technical college with averages for four-year institutions might lead us to state alternatively that the 22 percentage point difference to the Freedom Scale question is neither surprising nor alarming: Because of the programs offered and departments represented, a smaller proportion of courses at an agricultural-technical college have a content which lends itself readily to political discussions in the classroom. A tradition tolerant of and emphasizing regular and popularly accepted classroom political discussions is simply not as likely to arise and become full-blown in such an educational context. Antithetically, a four-year liberal arts college or university, which ostensibly places a premium on free inquiry into even the most controversial of issues, and in which are represented such departments and programs as sociology, political science, english, and history, might reasonably be expected to provide more opportunities for the discussion of radical politics in the classroom.

In light of the immediately preceding remarks, therefore, one might wish ideally for a comparison among schools of similar type, two-year colleges or even only two-year agricultural-technical colleges. With more restricted comparative data, for example, we might find that, in relation to the other five SUNY Agricultural-Technical Colleges, Alfred State College shows a significantly higher degree of perceived political tolerance in the classroom. In this regard, the Educational Testing Service

informs us that comparative data at this more refined level of institutional types are not yet available.

Item Relevance

Another word of caution in using the Institutional Functioning Inventory concerns the issue of item relevance. As a standardized instrument intended for use by many and various institutions, it is perhaps inevitable that some items be less relevant and sometimes almost meaningless in particular local contexts. For example, in both an absolute and relative sense, one of the lowest scores for the Alfred State College sample was on the Concern for Improvement of Society (IS) Scale. A careful examination of the content of some of the scale items, however, suggests that some degree of caution is warranted in interpreting this finding. Although we might reasonably expect a two-year agricultural-technical college to be lower on the IS Scale than a four-year college or university having programs in or oriented toward applied social science, social work, or social welfare, we might still argue that some of the IFI items are of such content as to exaggerate the difference.

To illustrate, one should not be surprised to discover only a small proportion of the academic faculty of a relatively specialized, and relatively rural agricultural-technical college to answer affirmatively to the statement, "This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects

aimed at improving the quality of urban life." (italics provided). We would expect a low affirmative response rate to this item even if this particular institution were very much involved with programs and projects aimed at improving the quality of rural life! Yet, an affirmative response to the above statement (which clearly contains what we might describe as an "urban bias") contributes to a high score on the IS Scale, while a negative response makes for a lower one (on this particular item, 25% of the Alfred State College academic faculty in the sample as compared with 51% of the Normative Group answered "yes"). For further evidence tending to suggest the existence of this particular bias, the reader may wish to compare the Alfred State College-Normative Group difference on the above item with that for IS Scale item #3, in which the urban bias does not appear to be quite as pronounced (the corresponding percentages are 57% and 60%, a difference of 3 as opposed to 26 percentage points).

Restricted Norms

At this point it is necessary to state and to underscore the fact that the IFI Norms reflect the test performance of academic faculty only. Although the IFI Preliminary Technical Manual contains discussions which suggest the future development of separate sets of norms for students, administrators, student affairs staffs, and other sub-groups, these are not yet available. Practically, this means that comparisons to the Normative Group are most legitimate when they involve only the academic faculty of Alfred State College. Although

comparisons to norms involving administrators and student affairs staff may not be as legitimate, the IFI Profile Charts provide a useful reference medium whereby the non-academic sub-groups may be compared to the academic and to one another.

The "Good" and "Bad" of "High" and "Low" Scores

There exists what appears to be a natural tendency on the part of most people involved with the use of the IFI to attach value to particular scores, a tendency which merits a proper amount of caution. Specifically, it is important to resist the temptation to automatically assume that all high scores on IFI scales are "good" while all low scores are "bad." It is perhaps quite unrealistic to expect any single institution to score high (say, above the 80th percentile) on all eleven IFI scales. This expectation may be reasonable when applied to an entire state system, purportedly committed to a diversity of educational experiences and a variety of institutional types; but within such a collectivity, for example, we would expect only those institutions with distinguished graduate schools and research centers to score very high on the Concern for Advancing Knowledge (AK) Scale. Simultaneously, however, we might expect these same institutions to score relatively low on Undergraduate Learning (UL). Community colleges, on the other hand might be expected to reveal themselves as the antithesis to the graduate universities, at least with regard to the AK and UL Scales. In short, the decision as to whether a "high"

or "low" score is to be regarded as "bad" or "good" should be done only with full and careful consideration of the purposes and resources of the particular institution to which the IFI is being applied. Although the point being made here has substantial validity in this researcher's opinion, it is also important to bear in mind the following reminder from Peterson, et.al.:

> It may be argued...that several of the IFI scales are relevant to the well-being of any college regardless of its mission. In view of the rapid change in American society and the changing demands on the colleges, many institutions will see the need to change with the times, to continuously renew themselves; the Self-Study and Planning (SP) and Concern for Innovation (CI) scales are basic to John Gardner's idea of "institutional self-renewal" (Gardner, 1963). Can any faculty without some minimum of morale, loyalty to the college, and mutual respect (tapped by the Institutional Esprit (IE) scale) be expected to create and maintain sound environments for learning? Finally, almost any college should be expected to provide opportunities for intellectual and cultural stimulation outside the classroom (assessed by the Intellectual-Aesthetic Extracurriculum (IAE) scale).[5]

On the Representativeness of the Alfred State College Sample

Another major caution regarding the use of the IFI concerns the matter of sampling. In particular, as is usually the case in survey research, we are concerned with representativeness; that is, we would like assurances that individuals in our sample are similar in all relevant respects to the larger population from which they were selected, so that generalizations from sample to population might have validity.

5. Ibid., p.3

Although there are no absolute guarantees of representativeness, statisticians are agreed that probability samples are the "safest" in this regard, and samples chosen "randomly" also enable the researcher to legitimately employ the tried and convenient measures and tests, which constitute the field of inferential statistics.

The sample employed in this study is not a probability sample, since the criterion for respondent participation is not random selection, but rather selection from among volunteers. Drawing upon the jargon of survey research, the Alfred State College sample might be most accurately described as a "stratified-volunteer-quota sample." We may describe this procedure as one where the researcher firsts requests volunteers from among sub-groups of interest. In the present study, the major sub-groups are administrators, student affairs personnel, and the academic faculty. Within the academic faculty, the divisions may be thought of as constituting minor subgroups.

A pool of volunteers having been constituted, the researcher then applies the quota technique for the final selection of respondents; that is, among the volunteers, he seeks to select a certain number of individuals of various types (in the present study a deliberate attempt was made to achieve a "balance" on such factors as age, rank, and years since initial appointment).

It should be re-emphasized that a non-probability sample of volunteers is always second-best to a probability sample. There is no way of knowing how similar the attitudes or opinions

expressed by volunteers are to those of the population from which they were drawn. Although the question remains moot, and the odds against bias are in favor of the probability sample, it would be unwise and even naive to characterize or prejudge the results to be presented in Section III as invalid or worthless. The position assumed here derives from two major considerations: First, it has been argued that random selection of respondents is perhaps not as critical with the perceptual approach as it is with the self-report or the demographic. Second, data are available to shed some light on the question of representativeness on at least some of the more important traits or characteristics, and those data are resonably reassuring. Let us consider each of these matters in turn.

When employing the self-report or demographic approaches, the researcher usually would like to be in a position to state with a high degree of certainty that some trait or characteristic occurs to a certain degree or is distributed in a particular way throughout the population. For example, he might like to be able to state that, on the basis of his research, 65% of the households in County X headed by a male aged sixty or over have incomes below $4,000 per year; or that Assistant Professors at a particular college have an average age of 36 and constitute 24% of the academic faculty; or that senior male students have an average index of 2.62, while the corresponding value for senior females is 2.75; and the like. In contrast to the above, the researcher involved with the perceptual approach is less interested in describing accurately the occurrence or

distribution of a particular trait and more interested in uncovering a sense of the atmosphere or climate of opinion or orientation which exists in a particular setting. Of course, the point being made here is debatable. Peterson, et.al., make a similar point when they state:

> One should select the sample at random to be able confidently to generalize results to the entire faculty or to relevant subgroups. Chosing respondents at random, however, is somewhat less critical with an instrument that records perception, such as the IFI, than with self-report inventories; with the IFI..., respondents are reporting generalized behavior or conditions rather than their own behavior.[6]

As noted above, data are available which allow some insights into the issue of representativeness; specifically, on the important factors of academic division, age, years since initial appointment (years of service), and academic rank. A comparison of the sample with the total population in terms of percentage distributions for the select traits is presented in the table on the following page. The data on the total population derive primarily from Personnel Office records for the month of June, 1974, the month following that in which the survey was conducted. The information on age for the total population comes from the computerized personnel file and, given the present state of development of that file, may be the least reliable. Of course, sample data were obtained from the responses of the sixty-five academic faculty members to the IFI questionnaire self-report items. As noted parenthetically in Section I, five members

6. Ibid., p. 13.

Comparison of Alfred State College Academic Faculty Participating in IFI Study with Total Academic Faculty on Select Traits as of June, 1974.

TRAIT AND TRAIT CATEGORIES	IFI SAMPLE (N=65)* %	TOTAL ACADEMIC FACULTY (N=253) %
ACADEMIC DIVISION		
Agricultural Tech.	11	12
Arts and Sciences	18	20
Business Tech.	18	15
Engineering Tech.	22	22
Health Tech.	12	13
Vocational	18	17
Total Percent**	99	99
AGE		
Less than 30	10	15
30 - 39	38	34
40 - 49	40	35
50 - 59	12	13
60 and over	0	3
Total Percent	100	100
YEARS OF SERVICE		
1 or 2	2	9
3 - 6	38	30
7 - 12	42	43
13 or more	18	18
Total Percent	100	100
RANK		
Professor	18	15
Associate Professor	35	27
Assistant Professor	27	38
Instructor	10	10
Technical Assistants and Specialists	10	10
Total Percent	100	100

* Percentages on Age, Years of Service, and Rank based on N=60 due to five individuals not responding.

** Percentages do not sum to 100 due to rounding errors.

of the academic faculty failed to respond to the questions on age, years of service, and rank, so that the sample percentages for these are based upon a total of sixty.

A scrutiny of the percentage distributions presented reveals the sample to be quite similar in composition to the total academic faculty in terms of three of the characteristics: The distributions for the academic divisions are almost identical; 48% of the sample and 49% of the population are under 40 years old; and 40% of the sample and 39% of the population have one through six years of service.

One factor about which there seems to exist a notable difference is the rank mix. Specifically, the sample seems somewhat overrepresentative of the senior faculty and underrepresentative of the junior faculty, with Associate Professors being most overrepresented and Assistant Professors most underrepresented. Whereas Professors and Associate Professors constitute 53% of the sample, they constitute 42% of the total academic faculty. Although the precise effect of this possible sample bias is difficult to determine, data comparing senior to junior faculty are presented in Section III which suggest that the former tend to perceive a higher degree of freedom (F) and democratic governance (DG) on the campus than do the latter. On the remaining nine IFI scales, however, their scores do not appear to differ appreciably.

The Local Option Questions

In addition to the 132 items comprising the IFI scales and the "special" (self-report) questions on age, rank, years of service, etc., the IFI provides for local researchers to ask up to ten questions of their own on matters of local interest. The local option items for this campus appear at the end of Appendix A.

The local option questions are cited in this section on cautions, since a substantial number of them warrant careful interpretation of responses due to poor questioning technique. For example, the seasoned survey researcher or methodologist can almost guarantee a relatively low proportion of positive responses to item C because it contains the word "always." "Generally" or "usually" would have been more appropriate, realistic, and either one would be likely to stimulate a more valid and reliable response. Further item deficiencies are suggested by probing questions such as the following: If I believe that Faculty but not staff take a personal interest in students, then how do I respond to question A? Or, how do I respond to F if I perceive sufficient depth but not breadth in library holdings? Or, how do I answer to D if I feel that faculty participation on committees is not excessive but still counter-productive? Or, what do I do about B if I perceive good communication channels between students and faculty and between students and administration, but not between faculty and administration? Further questions of this sort, which

cast doubt on the ability of some of these questions to elicit responses of high validity and reliability, will probably occur to the critical reader.

In concluding this section on cautions in the use of the Institutional Functioning Inventory, it should be emphasized that the intention of such a discussion is neither to discredit the instrument and its use, nor to introduce an aura of negativism into this report. Quite to the contrary, it is offered because we believe that the quality of the interpretation and the utility of the IFI for self-study and planning can only be enhanced by an appropriate degree of caution and skepticism.[7]

Having surveyed the major characteristics of the IFI and having suggested some cautions involving its use, we turn now to present the results of its application to the Alfred State College sample.

7. Additional information on the assessed validity and reliability of the IFI is to be found in the IFI Preliminary Technical Manual, which is available for examination in the Alfred State College Office of Institutional Research.

SECTION III

RESULTS OF THE APPLICATION OF THE INSTITUTIONAL FUNCTIONING INVENTORY TO A SAMPLE OF THE FACULTY OF SUNY AGRICULTURAL AND TECHNICAL COLLEGE ALFRED, NEW YORK

The Sample

During the month of May, 1974, the Institutional Functioning Inventory questionnaire was administered to a sample of the Faculty of the State University of New York Agricultural and Technical College at Alfred through the Office of the Assistant to the President. A deliberate attempt was made to include administrators and professional staff from the Division of Student Affairs along with members of the academic faculty. A total of 94 individuals completed the IFI questionnaire, 15 administrators, 14 Student Affairs personnel, and 65 teaching faculty. The administrators represented approximately 44% of all administrators deemed eligible for inclusion in the sample; the participating Student Affairs staff members also constituted about 44% of their Division; and the 65 academic faculty represented approximately 26% of all academic faculty at Alfred State College. Among the academic faculty, care was taken to select from the major divisions according to their representation in the academic faculty as a whole. Data bearing upon the question of sample representativeness by division, age, years of service, and academic rank are presented in Section II of this report together with words of caution about the sampling procedure employed in this study.

Mean Scale Scores and Profiles

The mean scale scores for the 65 academic faculty in the Alfred State College sample on each of the eleven IFI scales are presented in Table 1. It will be recalled from the discussion of Section I that a '0' is the lowest possible score, while a '12' is the highest. An examination of the scores of Table 1 shows some variation, with the highest being on the Institutional Esprit (IE) and Meeting Local Needs (MLN) scales and the lowest on the Concern for Improvement of Society (IS) and Concern for Advancing Knowledge (AK). Although interesting in their own right, these scores take on greater meaning when placed in comparative context. Accordingly, they have been plotted on the IFI Profile Chart, Figure 1, which allows ready comparison to the IFI Normative Group.

It can be seen that the IFI Profile Chart contains, for each IFI scale, the following useful information: (a) the eleven distributions of scale means for the academic faculty of the 37 institutions in the Normative Group, together with the percentile equivalents; and (b) the means, medians, and standard deviations for each of the distributions. For those readers having little familiarity or facility with basic descriptive statistics, a brief explication may be helpful.

Looking down the IAE (Intellectual-Aesthetic Extracurriculum Scale) column of Figure 1, we encounter the mean scores actually obtained by the institutions in the Normative Group, ordered from the highest to the lowest. For example, the highest mean score of the 37 was 11.7, the next (omitted on

the chart) 11.5, the next 11.4, and so on, with the two lowest of the 37 mean scores being 4.0 and (omitted on the chart) 2.4. The "PERCENTILE RANKS" of the first column simply indicate the percentage of the 37 institutions scoring less than a particular mean score. To illustrate, the highest scoring institution, with its mean score of 11.7, scored higher than (36/37) x 100 = 97.3% (rounding error of .1 on IFI Profile Chart) of the schools in the Normative Group. Similarly, 91.8% scored less than 11.4, 86.4% scored less than 10.7, 56.7% scored less than 9.5, and so on. Below the 37 IAE mean scale scores is the grand mean or the average for the entire Normative Group on the IAE Scale, which is 8.49. The median (50th percentile, or middle score) of 8.34 is also cited. Finally, some indication of variability within the 37 Normative Group institutions is provided by the standard deviation of 2.11.

All of this information enables us to place in a more meaningful perspective the mean score of the academic faculty in the Alfred State College sample on the IAE Scale. The mean score of 6.15 appears as a point in the IAE column of Figure 1. Now we can state that, compared with the Normative Group, the IAE score for the academic faculty in the Alfred State College sample is below the median, more precisely, below the 16th percentile.

Table 2 supplements the information contained on the Profile Chart by comparing the mean scale scores in terms of standard deviation units. Again, referring to the IAE Scale as illustrative, subtraction of the mean for the Normative Group from the mean for the academic faculty in the Alfred State College sample yields a difference of -2.34. Since the standard

deviation for the IAE Scale is 2.11, the sample mean is (-2.34/2.11) = -1.11 standard deviation units from the Normative Group mean. Those readers with knowledge of basic descriptive statistics will quickly recognize the standard deviation unit as a '$\underline{Z}$' score.

Having commented upon the nature and use of Normative Group data, some summary and interpretive statements are now in order. Figure 1 and Tables 1 and 2 show that, compared with the IFI Normative Group, the academic faculty in the Alfred State College sample scored higher on the Meeting Local Needs (MLN), Institutional Esprit (IE), Democratic Governance (DG), and Concern for Innovation (CI) scales; slightly lower on the Undergraduate Learning (UL), Self-Study and Planning (SP), Human Diversity (HD), and Freedom (F) scales; and notably lower on the Intellectual-Aesthetic Extracurriculum (IAE), Concern for Improvement of Society (IS), and Concern for Advancing Knowledge (AK) scales. What are we to make of this particular profile? This is not a simple question, and in our attempts to answer it, we would do well to keep in mind our earlier discussion concerning the "good" and "bad" of scores and the suggestion that judgments about the value of scores be made only in light of an institution's characteristics and objectives.

In an effort to make sense of these scores, it might be useful to compare them with a model, where the model consists simply of a series of expectations about the direction of scale scores given basic information about an institution. One

knowledgeable about higher education and higher educational institutions in the United States, and knowing nothing about Alfred State College except that it is a two-year agricultural-technical school located in a rural setting, might make the following predictions about that academic faculty's IFI profile: On the one hand, a two-year agricultural-technical college might be expected to score relatively lower on the IS and AK scales, and these scores are indeed as predicted by the model. On the other hand, relatively higher scores might be expected on the UL and MLN scales, and here we observe that only the latter behaves in accordance with expectations. It would, of course, be difficult to predict the direction of scores on the remaining scales on the basis of knowledge of the major institutional characteristics alone. One might hope, however, for relatively high scores on the IAE, F, DG, SP, CI, and IE scales. At Alfred State College, however, on only half of these (DG,CI, and IE) is the mean score for the academic faculty in the sample higher than the average for the Normative Group.

On the basis of the above considerations, therefore, it would seem that of greatest concern is the low score on the IAE Scale and the middling scores on the F,UL, and SP: Why do those members of the Alfred State College academic faculty in the IFI sample hold such an apparently low opinion of opportunities for intellectual-aesthetic stimulation outside of the classroom? Why does an institution which is purportedly dedicated primarily to quality undergraduate instruction appear as only "about average" on the UL Scale? And, again, how does one account for or explain the comparatively middling positions on the F and SP

scales? We will return to these questions later as we attempt answers in connection with our analysis of the individual scale items.

Meanwhile, it is instructive to consider other comparative data for the IFI scale scores. In this connection, Figure 2 has been prepared to provide the reader with a further "feel" for the meaning of the profile. It shows the plot of the Alfred State College academic faculty in the sample together with plots for two select institutions, the profiles of which appear in the Institutional Functioning Inventory Preliminary Technical Manual. No special significance should be attached to these particular institutions. They were selected because of their contrasts to one another and because it is believed that they may aid in understanding the Alfred State College scores. It will be observed that the Alfred State College profile more nearly resembles that of the public community college than that of the Protestant-affiliated liberal arts college. The community college also has a predictably higher score on the MLN Scale and lower scores on the IS and AK. It may be of interest to note, however, that the public community college shows higher scores on all scales than does the Alfred State College sample, the largest difference being apparently with respect to Self-Study and Planning (SP).

Shifting our attention now from inter- to intra-institutional comparisons, we can observe further noteworthy differences. At this juncture, however, it is necessary to introduce a caution concerning the matter of sub-group size. We have already

suggested appropriate cautions are in order in generalizing the findings presented here to the entire Alfred State College Faculty, since we are working with a non-probability sample. Working with small samples warrants similar caution. Specifically, one should be most careful not to attribute great significance to sub-group differences, especially when the sub-groups and the differences themselves are small. Statisticians often speak of ideal sample sizes of about or at least 25, while some of the sub-groups identified below may have fewer than half of that number.

Table 3 lists the IFI mean scale scores for the three major sub-groups in the Alfred State College sample, Administration, Division of Student Affairs, and Academic Faculty. Their respective profiles appear in Figure 3. Of major interest is the overall similarity of these profiles. Despite minor, and even some apparently major differences, the tendency is toward similar perceptions among the major sub-groups, suggestive of shared understandings concerning the character and orientation of the College. Agreement seems greatest on the MLN, IS, AK, SP, and IAE scales. Disagreement appears moderate on the F, HD, UL, and DG scales and more substantial on the CI and IE. Administrators show the highest scores on the IAE, F, UL, MLN, and IE scales, academic faculty on the HD, IS, DG, SP, AK, and CI, while the Division of Student Affairs sub-group does not show a highest score on any scale.

Table 4 presents IFI mean scale scores for the major academic divisions of Alfred State College. The profiles appear

in Figures 4a through 4f, which contain the plots for the academic faculty as a whole (the solid line on each Profile Chart) as well as for the specific division (dotted line). Thus, any particular division may compare itself to the overall average for the academic faculty.

Tables 5, 6, and 7, and accompanying Figures 5, 6, and 7, show profiles for the academic faculty by age, years of service, and rank, respectively. Age and rank apparently account for greater differences than does years of service, the most notable seeming to be the perception of greater freedom and democratic governance (F and DG) on the part of older and senior faculty, and a perception of a higher degree of self-study and planning (SP) by the older faculty.

Having revealed the existence of some variability of scores on IFI scales for the Alfred State College sample, we turn now to consider the issue of variability as seen in scale standard deviations.

Consensus About IFI Scale Scores

An important question arises as to the degree of agreement or consensus among the Alfred State College academic faculty participating in the IFI study about the orientations or perceptions revealed by their mean scale scores. Clearly, the profile has more meaning or credibility as a measure of institutional orientation under conditions of high agreement. As noted in Section I, the sample standard deviations for the 11 IFI scales allow insights into the issue of relative consensus,

since the IFI manual provides data on the distribution of standard deviations for the Normative Group.

For each IFI scale, Table 8 presents the standard deviation for the academic faculty in the Alfred State College sample together with the distribution of standard deviations for the Normative Group (specifically, the standard deviations for those five Normative Group institutions constituting the highest, seventy-fifth, fiftieth, twenty-fifth, and lowest percentiles). It seems reasonable to infer that the higher the standard deviation, the lower the consensus, while lower standard deviations reflect higher degrees of consensus. As we have suggested previously, however, this statement may claim validity only in a relative sense, necessitating comparisons to norms.

Comparing the sample standard deviations to those for the Normative Group shows an approximately "average" or "above average" degree of agreement or consensus on ten of the eleven IFI scales. With respect to these ten, therefore, we can state that the degree of agreement exhibited by the academic faculty in the Alfred State College sample is approximately as high as or higher than that of a least 50% of the institutions in the Normative Group. On the matter of Meeting Local Needs (MLN), the comparable figure is 75%. Only on the Undergraduate Learning (UL) Scale is the degree of consensus in the sample less than that for the median of the Normative Group.

Table 1: Mean Scores of the Alfred State College Academic Faculty (N=65) on the Institutional Functioning Inventory Scales

IFI Scale	Mean Scale Score
Intellectual - Aesthetic Extracurriculum (IAE)	6.15
Freedom (F)	8.86
Human Diversity (HD)	6.91
Concern for Improvement of Society (IS)	4.05
Concern for Undergraduate Learning (UL)	7.85
Democratic Governance (DG)	7.74
Meeting Local Needs (MLN)	9.43
Self-Study and Planning (SP)	7.18
Concern for Advancing Knowledge (AK)	2.42
Concern for Innovation (CI)	8.52
Institutional Esprit (IE)	9.52

Figure 1: Profile Chart for the Data of Table 1

INSTITUTIONAL FUNCTIONING INVENTORY

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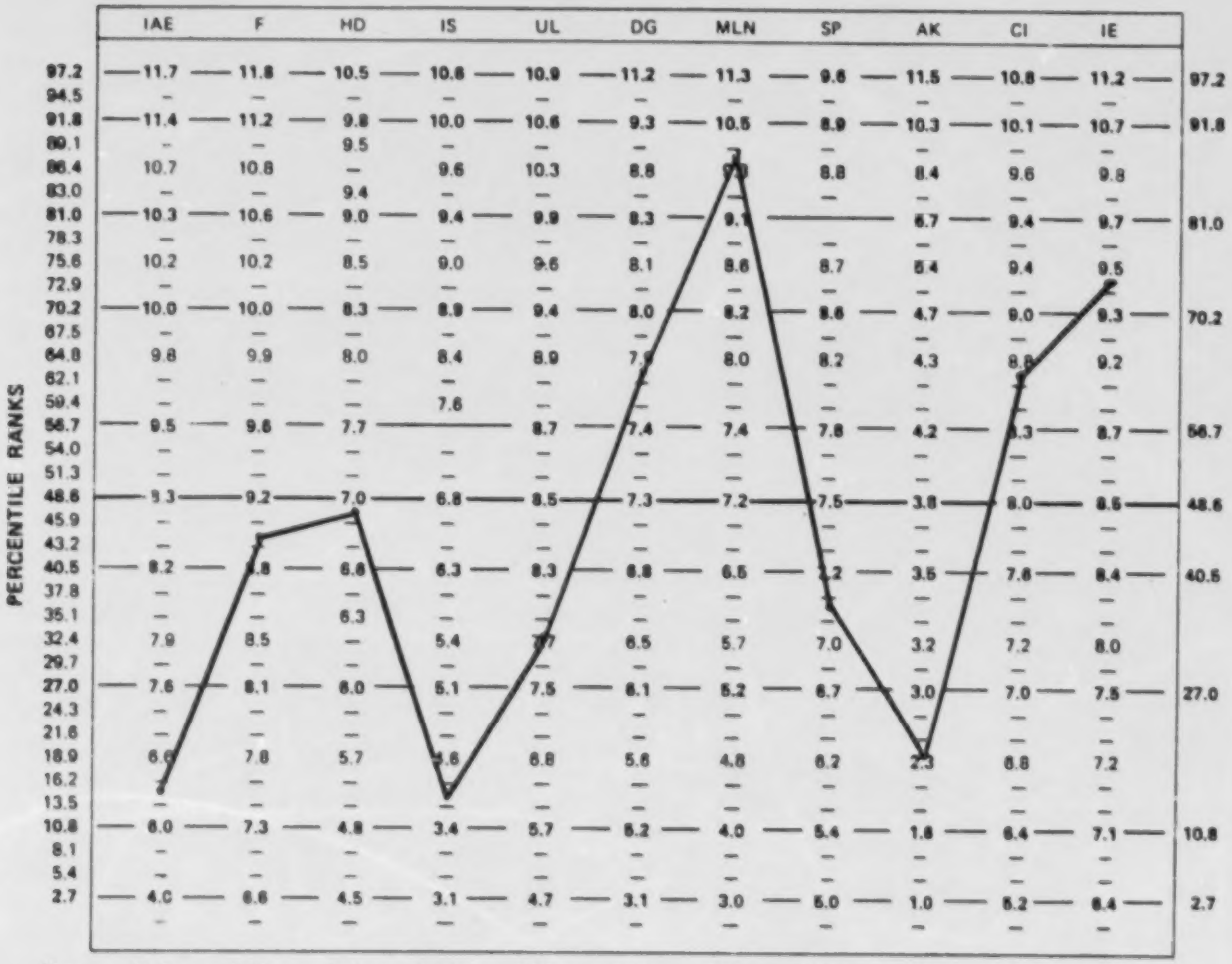
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
Mean	8.49	9.05	7.11	6.75	8.18	6.99	6.88	7.33	4.50	7.95	8.51
Median	8.34	9.16	7.00	6.80	8.51	7.31	7.19	7.52	3.81	7.96	8.52
Standard Deviation	2.11	1.49	1.80	2.39	1.78	1.77	2.25	1.32	2.74	1.46	1.28

THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

TEACHING FACULTY
(N=65)

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See other side for brief descriptions of scales

Table 2: Mean Scores of the Alfred State College Academic Faculty (N=65) on the Institutional Functioning Inventory Scales Compared with those for the Normative Group in Terms of Standard Deviation Units

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IFI Scale	(a) Mean Score for Academic Faculty	(b) Mean Score for Normative Group	(c) Standard Deviation for Normative Group	Mean Difference (a - b)	Z Score (a - b)/c
IAE	6.15	8.49	2.11	-2.34	-1.11
F	8.86	9.05	1.49	- .19	- .13
HD	6.91	7.11	1.80	- .20	- .11
IS	4.05	6.75	2.39	-2.70	-1.13
UL	7.85	8.18	1.78	- .33	- .18
DG	7.74	6.99	1.77	+ .75	+ .42
MLN	9.43	6.86	2.25	+2.57	+1.14
SP	7.18	7.33	1.32	- .15	- .11
AK	2.42	4.50	2.74	-2.08	- .76
CI	8.52	7.95	1.46	+ .57	+ .39
IE	9.52	8.51	1.28	+1.01	+ .79

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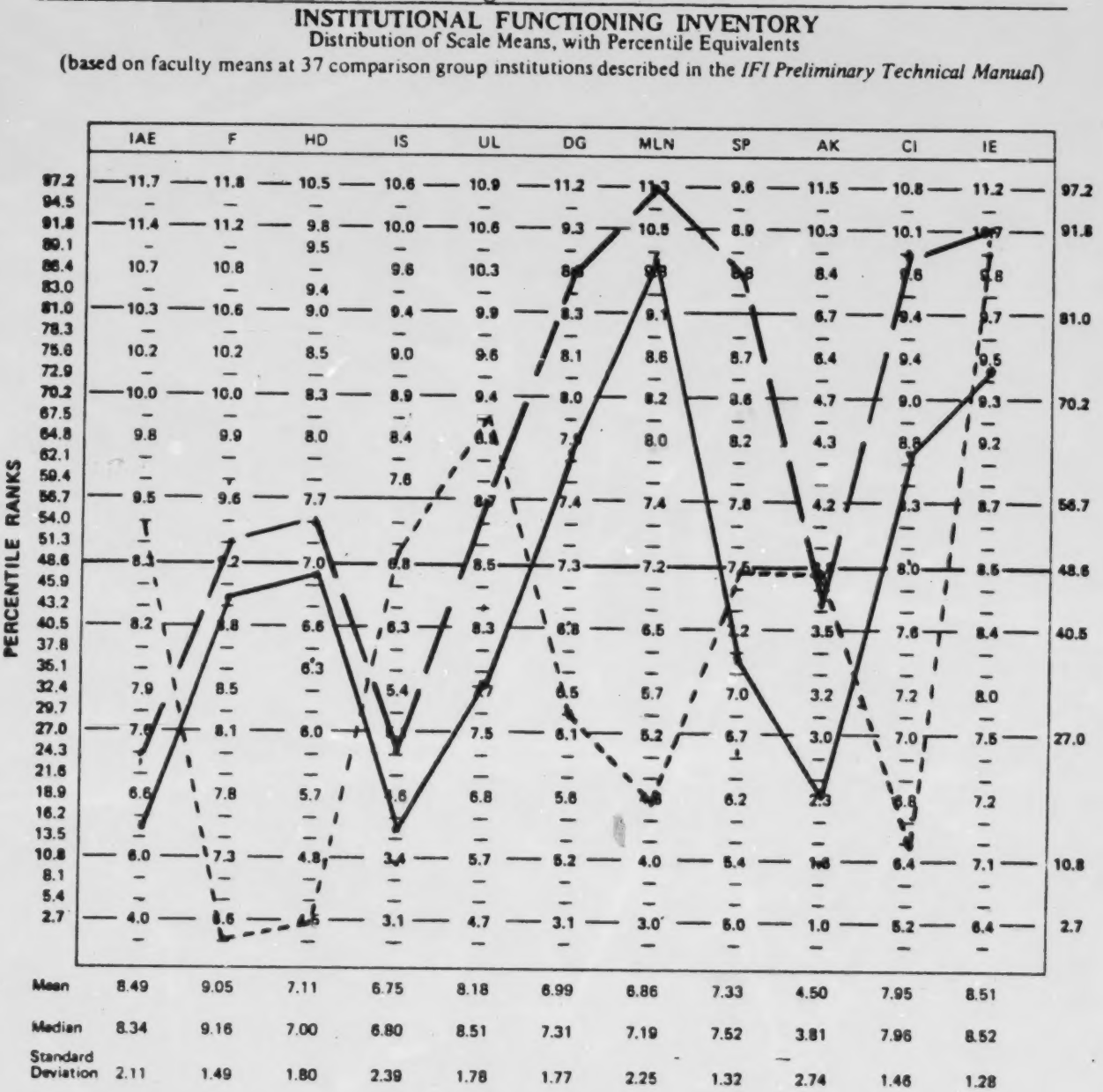
Figure 2: Comparison of the Alfred State College Academic Faculty Profile with those for a Public Community College and a Liberal Arts College


INSTITUTIONAL FUNCTIONING INVENTORY
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the IFI Preliminary Technical Manual)
IAE F HD IS UL DG MLN SP AK CI IE
PERCENTILE RANKS
97.2 94.5 91.8 89.1 86.4 83.0 81.0 78.3 75.6 72.9 70.2 67.5 64.8 62.1 59.4 56.7 54.0 51.3 48.6 45.9 43.2 40.5 37.8 35.1 32.4 29.7 27.0 24.3 21.6 18.9 16.2 13.5 10.8 8.1 5.4 2.7
Mean 8.49 9.05 7.11 6.75 8.18 6.99 6.86 7.33 4.50 7.95 8.51
Median 8.34 9.16 7.00 6.80 8.51 7.31 7.19 7.52 3.81 7.96 8.52
Standard Deviation 2.11 1.49 1.80 2.39 1.78 1.77 2.25 1.32 2.74 1.46 1.28

THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

ALFRED TEACHING FACULTY ———

FROM ETS NORMATIVE GROUP:
A Public Community College Faculty ———

A Protestant-affiliated Liberal Arts College Faculty — — — — —

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See other side for brief descriptions of scales

Table 3: Mean Scores of Alfred State College Administration (N=15), Student Affairs Personnel (N=14), and Academic Faculty (N=65) on the Institutional Functioning Inventory Scales

IFI Scale	Mean Score for Administration	Mean Score for Student Affairs	Mean Score for Academic Faculty
IAE	6.93	6.50	6.15
F	9.60	8.43	8.86
HD	6.33	5.93	6.91
IS	3.40	3.21	4.05
UL	8.33	6.93	7.85
DG	6.80	6.71	7.74
MLN	10.13	9.57	9.43
SP	6.40	6.29	7.18
AK	1.60	2.36	2.42
CI	8.07	6.29	8.52
IE	10.33	8.57	9.52

Figure 3: Profile Chart for the Data of Table 3

INSTITUTIONAL FUNCTIONING INVENTORY

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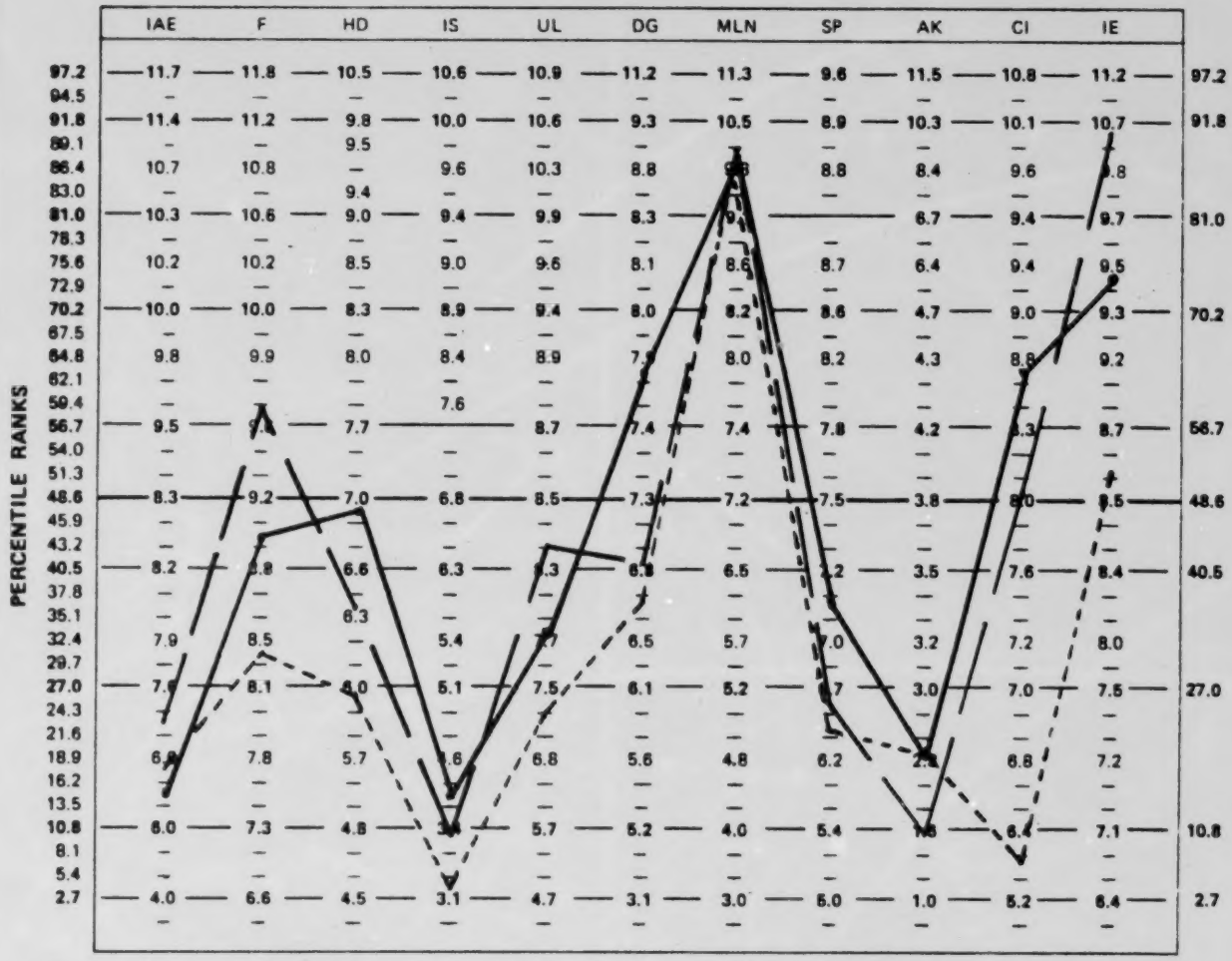
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

TEACHING FACULTY (N=65) ——————
ADMINISTRATION (N=15) —— ——
STUDENT AFFAIRS (N=14) - - - - - -

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See other side for brief descriptions of scales

Table 4: Mean Scores of the Alfred State College Academic Faculty on the Institutional Functioning Inventory Scales by Instructional Division

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IFI Scale	Agricultural Technologies Division (N=7)	Arts and Sciences Division (N=12)	Business Technologies Division (N=12)	Engineering Technologies Division (N=14)	Health Technologies Division (N=8)	Vocational Division (N=12)	Total Academic Faculty (N=65)
IAE	5.1	5.5	6.5	7.0	6.6	5.5	6.15
F	7.8	9.0	8.8	8.7	9.1	9.3	8.86
HD	6.8	6.1	7.2	6.3	6.7	8.0	6.91
IS	5.0	4.2	3.9	2.8	5.2	4.0	4.05
UL	8.0	7.9	8.5	7.2	9.1	6.9	7.85
DG	7.1	6.7	7.5	7.0	9.1	9.0	7.74
MLN	9.4	8.9	10.0	9.0	9.7	9.5	9.43
SP	7.8	7.0	7.4	6.0	8.1	7.3	7.18
AK	2.7	2.0	1.8	2.3	3.2	3.0	2.42
CI	8.7	7.0	9.1	8.6	9.6	8.3	8.52
IE	8.7	7.6	10.0	9.9	10.1	10.4	9.52

Figure 4a: Profile Chart for the Data of Table 4 (Agriculture)

INSTITUTIONAL FUNCTIONING INVENTORY

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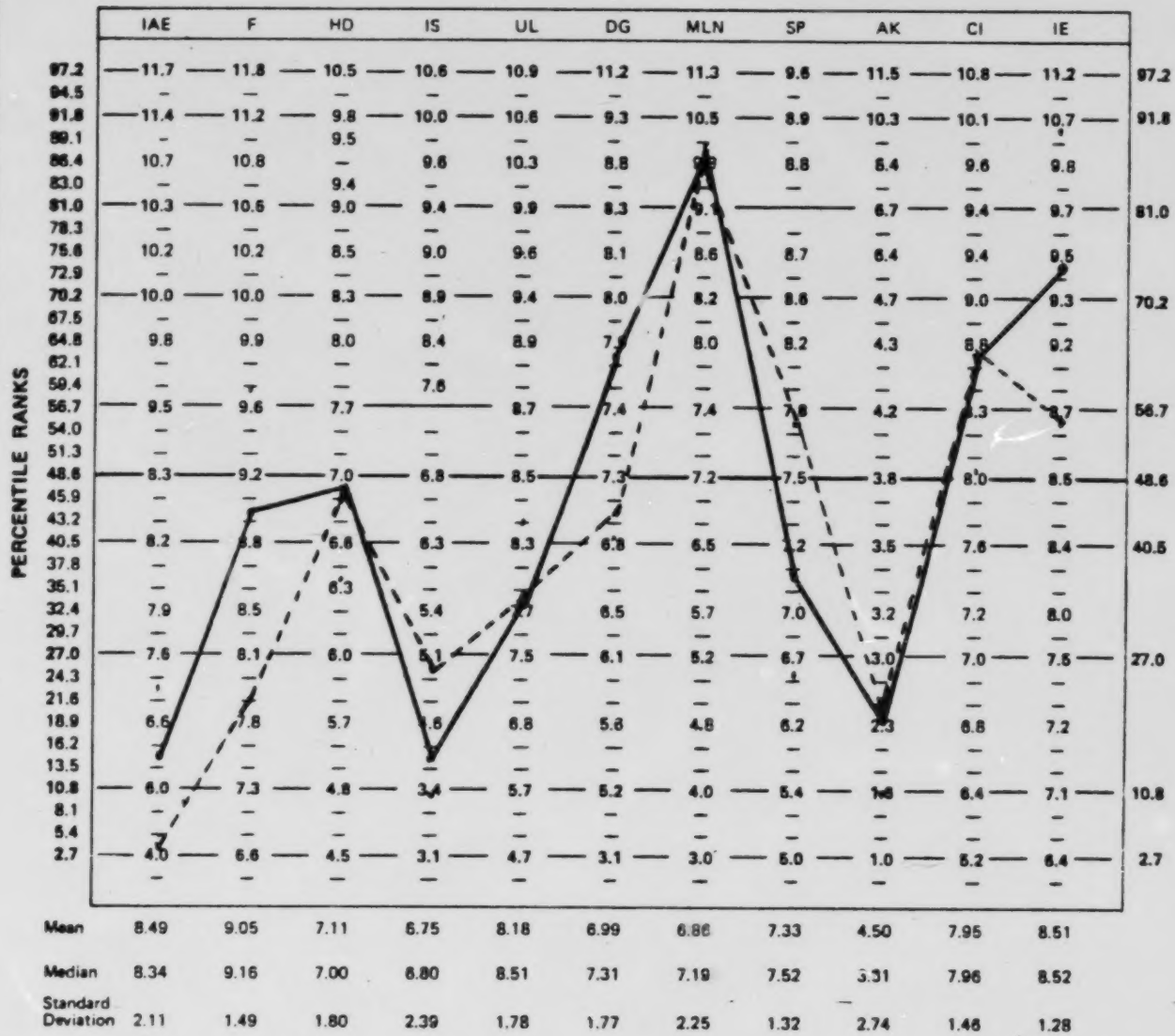
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

AGRICULTURAL TECHNOLOGIES DIVISION (N=7) - - - -

TOTAL TEACHING FACULTY (N=65) ———

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Figure 4b: Profile Chart for the Data of Table 4 (Arts & Sciences)

INSTITUTIONAL FUNCTIONING INVENTORY

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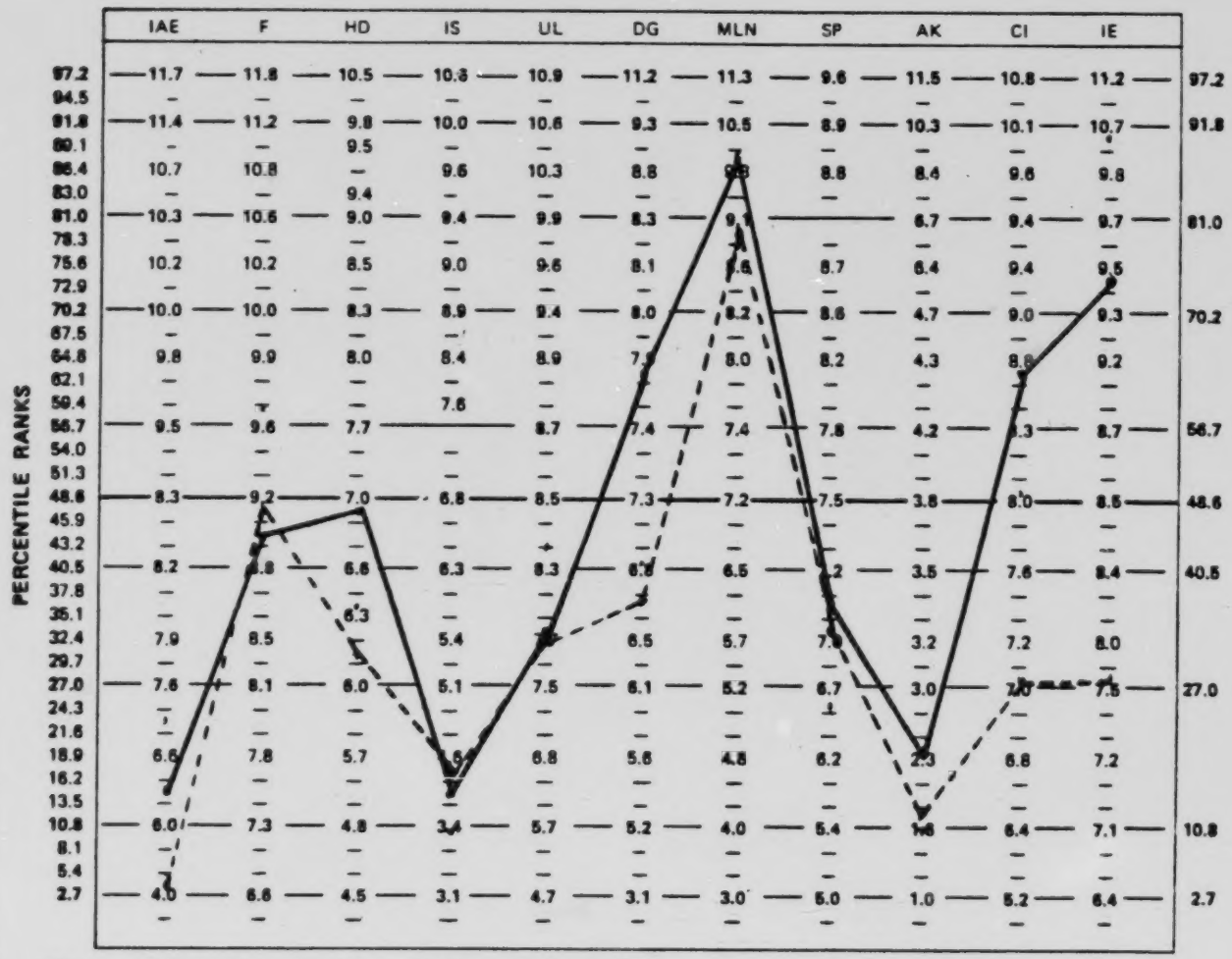
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
Mean	8.49	9.05	7.11	6.75	8.18	6.99	6.86	7.33	4.50	7.95	8.51
Median	8.34	9.16	7.00	6.80	8.51	7.31	7.19	7.52	3.81	7.96	8.52
Standard Deviation	2.11	1.49	1.80	2.39	1.78	1.77	2.25	1.32	2.74	1.46	1.28

THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

ARTS AND SCIENCES DIVISION (N=12) - - - - - -

TOTAL TEACHING FACULTY (N=65) ——————

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Figure 4c: Profile Chart for the Data of Table 4 (Business)

INSTITUTIONAL FUNCTIONING INVENTORY

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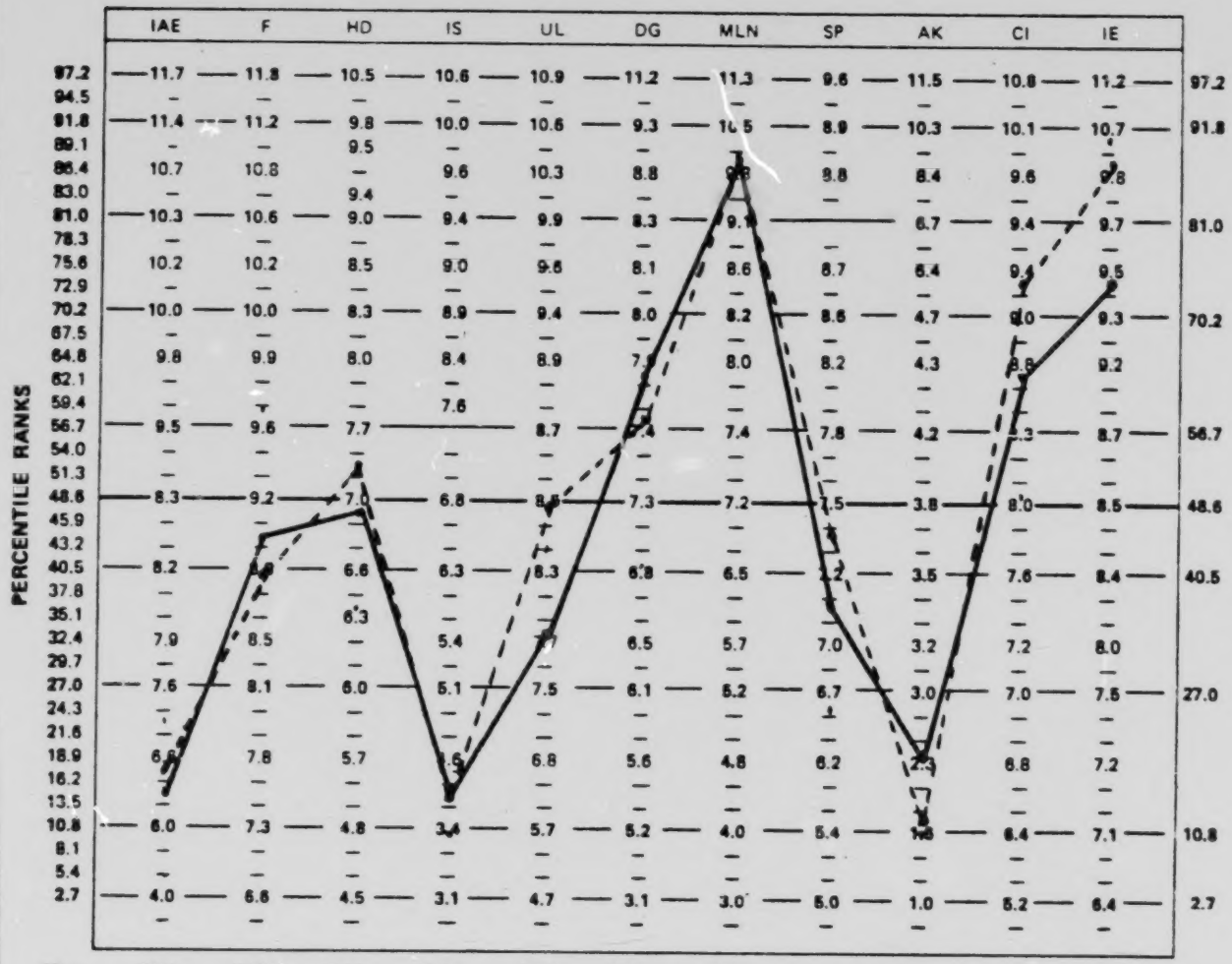
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

BUSINESS TECHNOLOGIES DIVISION (N=12) - - - - -

TOTAL TEACHING FACULTY (N=65) ———

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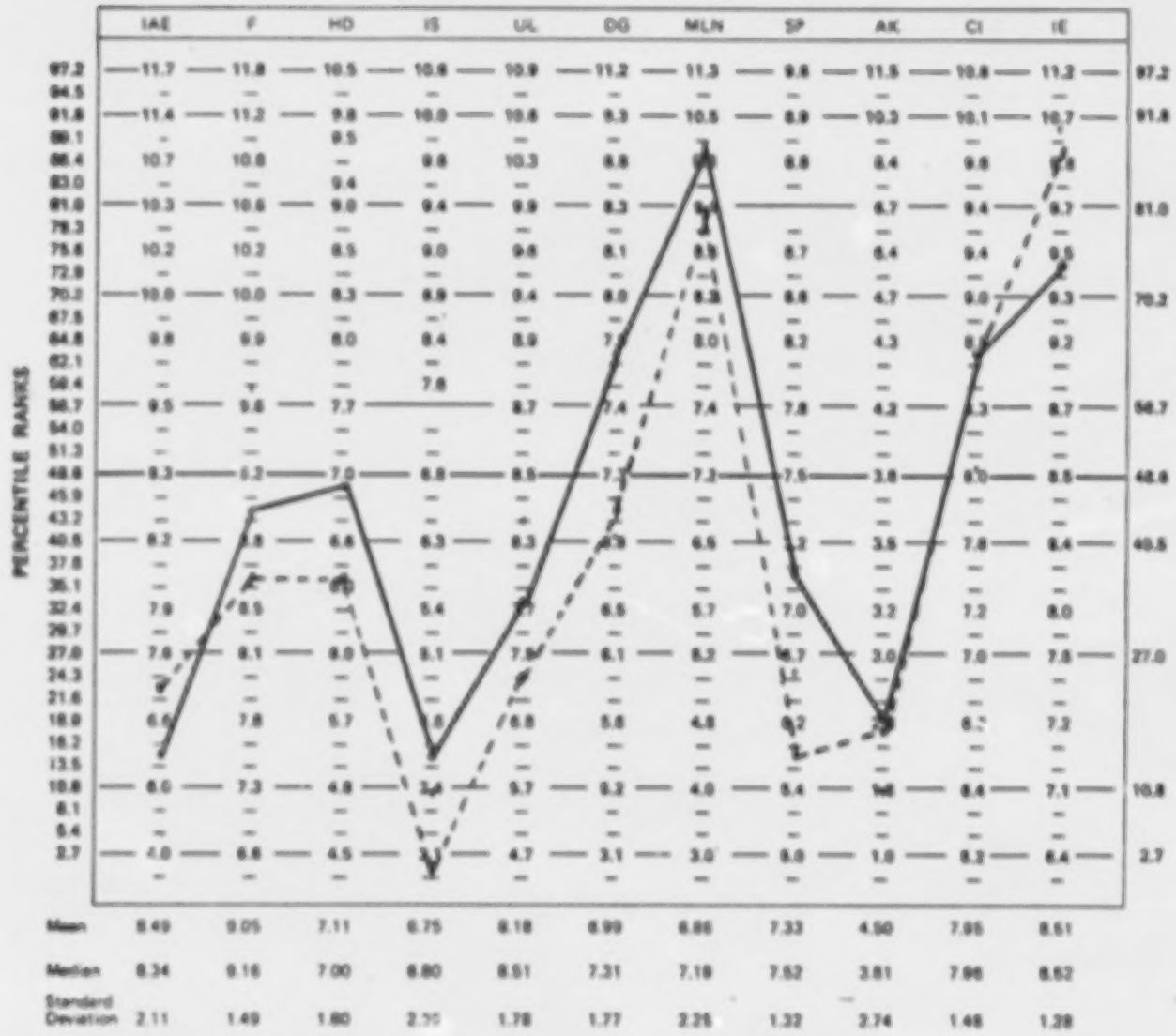
Figure 4d: Profile Chart for the Data of Table 4 (Engineering)

INSTITUTIONAL FUNCTIONING INVENTORY

Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

ENGINEERING TECHNOLOGIES DIVISION (N=14) - - - - - -

TOTAL TEACHING FACULTY (N=65) ———

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Figure 4e: Profile Chart for the Data of Table 4 (Health)

INSTITUTIONAL FUNCTIONING INVENTORY

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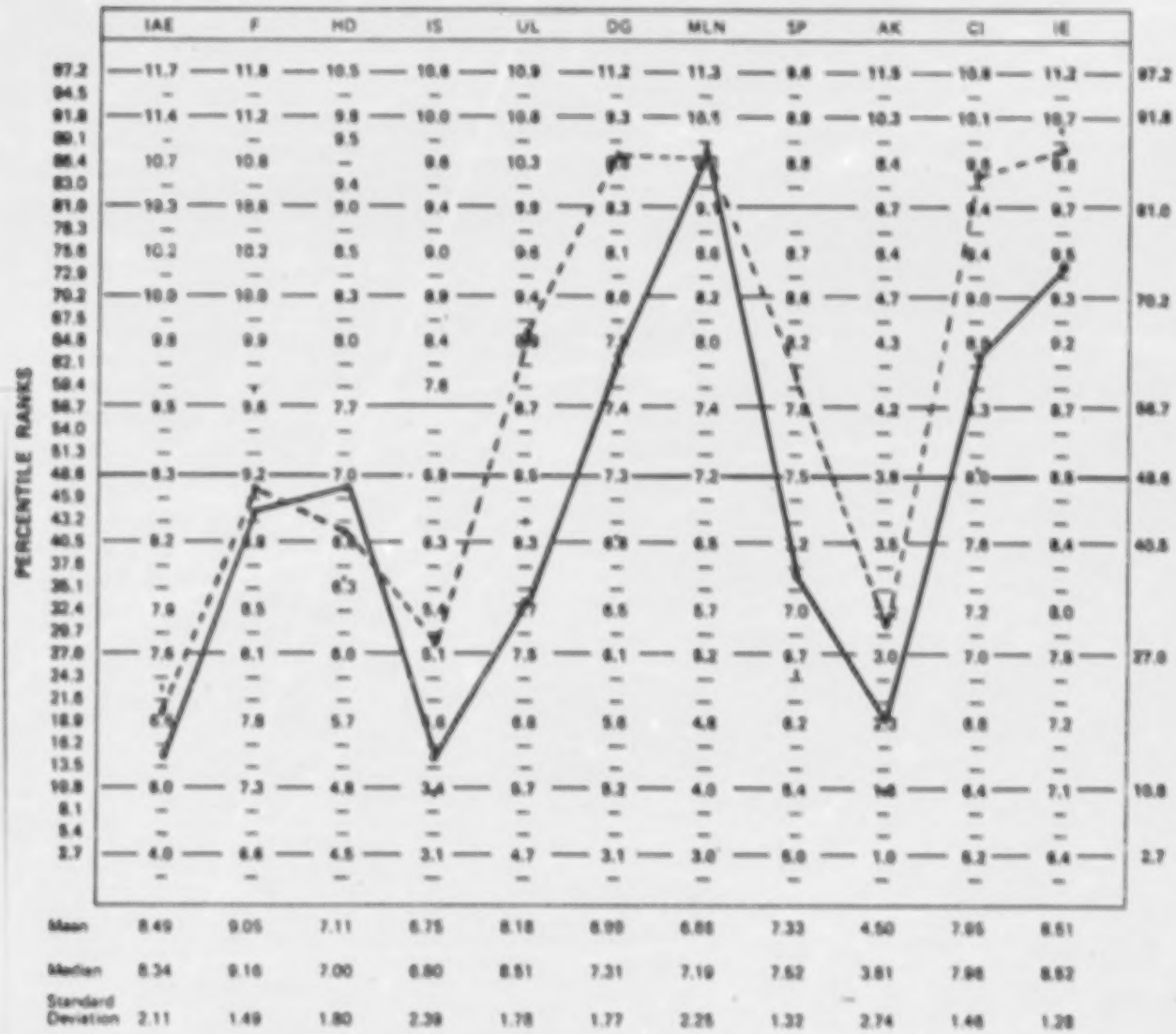
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

HEALTH TECHNOLOGIES DIVISION (N=8) - - - - - -

TOTAL TEACHING FACULTY (N=65) ——————

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Figure 4f: Profile Chart for the Data of Table 4 (Vocational)

INSTITUTIONAL FUNCTIONING INVENTORY

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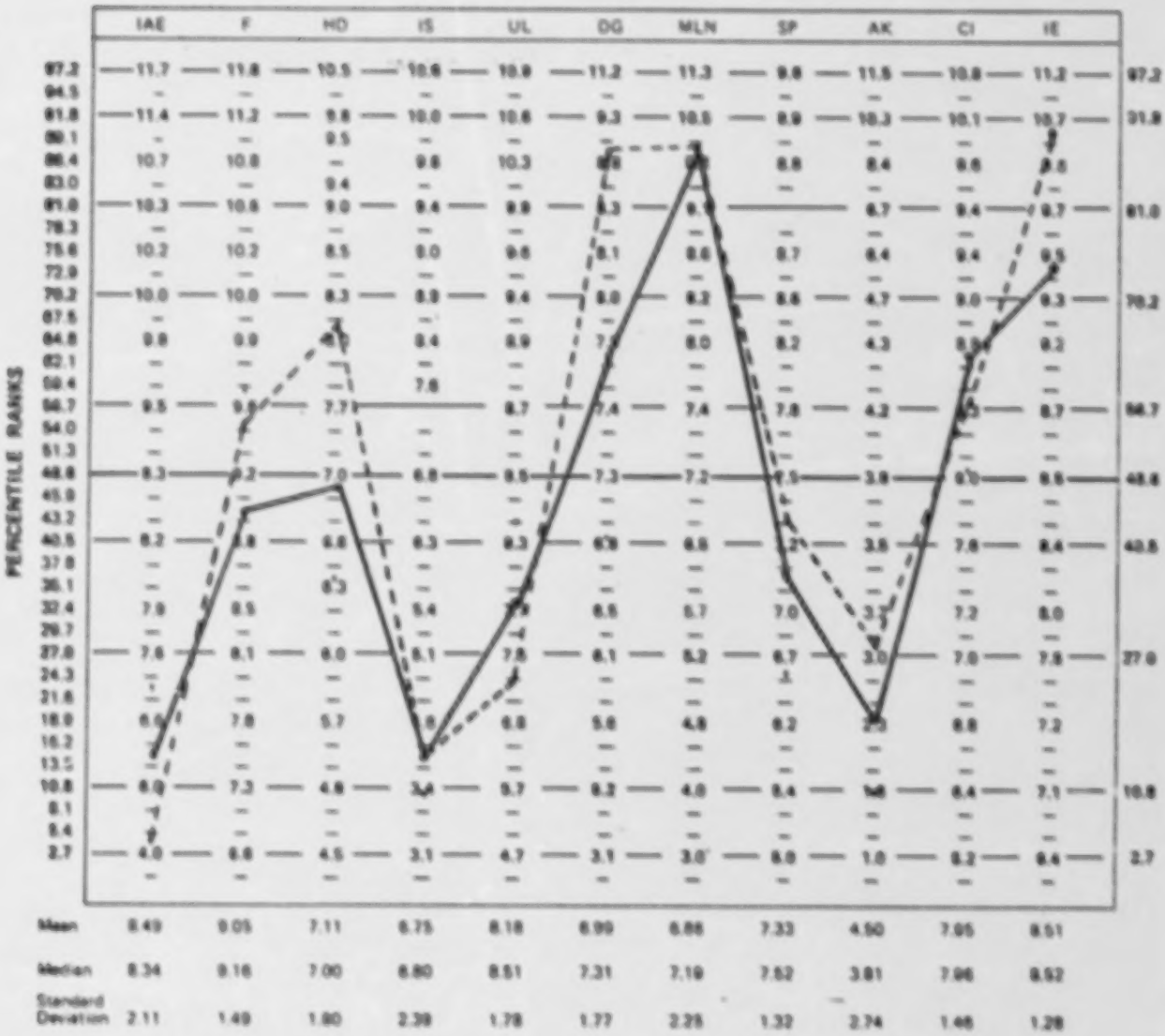
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

VOCATIONAL DIVISION (N=12) - - - - - -

TOTAL TEACHING FACULTY (N=65) ——————

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Table 5: Mean Scores of the Alfred State College Academic Faculty on the Institutional Fuctioning Inventory Scales by Age

IFI Scale	Academic Faculty Ages 39 and Younger (N=29)*	Academic Faculty Ages 40 to 59 (N=31)*
IAE	6.48	6.00
F	8.17	9.68
HD	6.34	7.65
IS	4.31	3.94
UL	7.90	7.81
DO	7.14	8.68
MIN	9.48	9.45
SF	6.62	8.00
AK	2.72	2.16
CI	8.41	8.77
IE	9.86	9.65

*N's do not sum to 65 because of the exclusion of 5 individuals failing to respond to the question on age.

Figure 5: Profile Chart for the Data of Table 5

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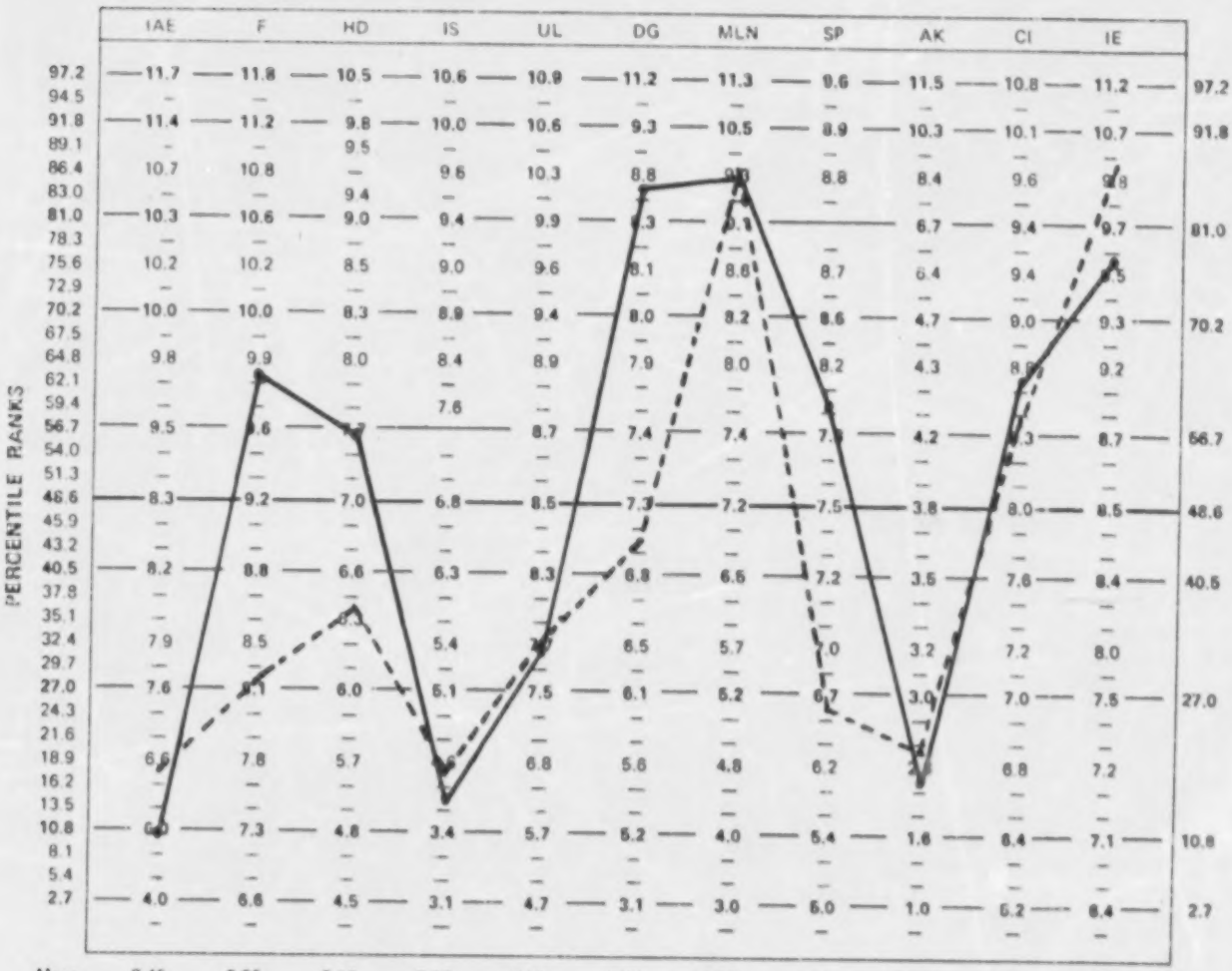
INSTITUTIONAL FUNCTIONING INVENTORY

Distribution of Scale Means, with Percentile Equivalents

(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
Mean	8.49	9.05	7.11	6.75	8.18	6.99	6.86	7.33	4.50	7.95	8.51
Median	8.34	9.16	7.00	6.80	8.51	7.31	7.19	7.52	3.81	7.96	8.52
Standard Deviation	2.11	1.49	1.80	2.39	1.78	1.77	2.25	1.32	2.74	1.46	1.28

THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

TEACHING FACULTY

AGES 39 AND YOUNGER (N=29) - - - - - - - -

AGES 40 TO 59 (N=31) ————

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Table 6: Mean Scores of the Alfred State College Academic Faculty on the Institutional Functioning Inventory Scales by Years of Service

IFI Scale	Academic Faculty with 1 through 6 Years at Alfred State College (N=24)*	Academic Faculty with 7 or More Years at Alfred State College (N=36)*
IAE	6.46	6.08
F	8.17	9.47
HD	6.58	7.31
IS	4.25	4.03
UL	7.67	7.97
DO	7.71	8.08
MIN	9.17	9.67
SP	7.08	7.50
AK	2.79	2.19
CI	8.38	8.75
IE	10.04	9.56

* N's do not sum to 65 because of the exclusion of 5 individuals failing to respond to the question on years of service.

Figure 6: Profile Chart for the Data of Table 6.

INSTITUTIONAL FUNCTIONING INVENTORY

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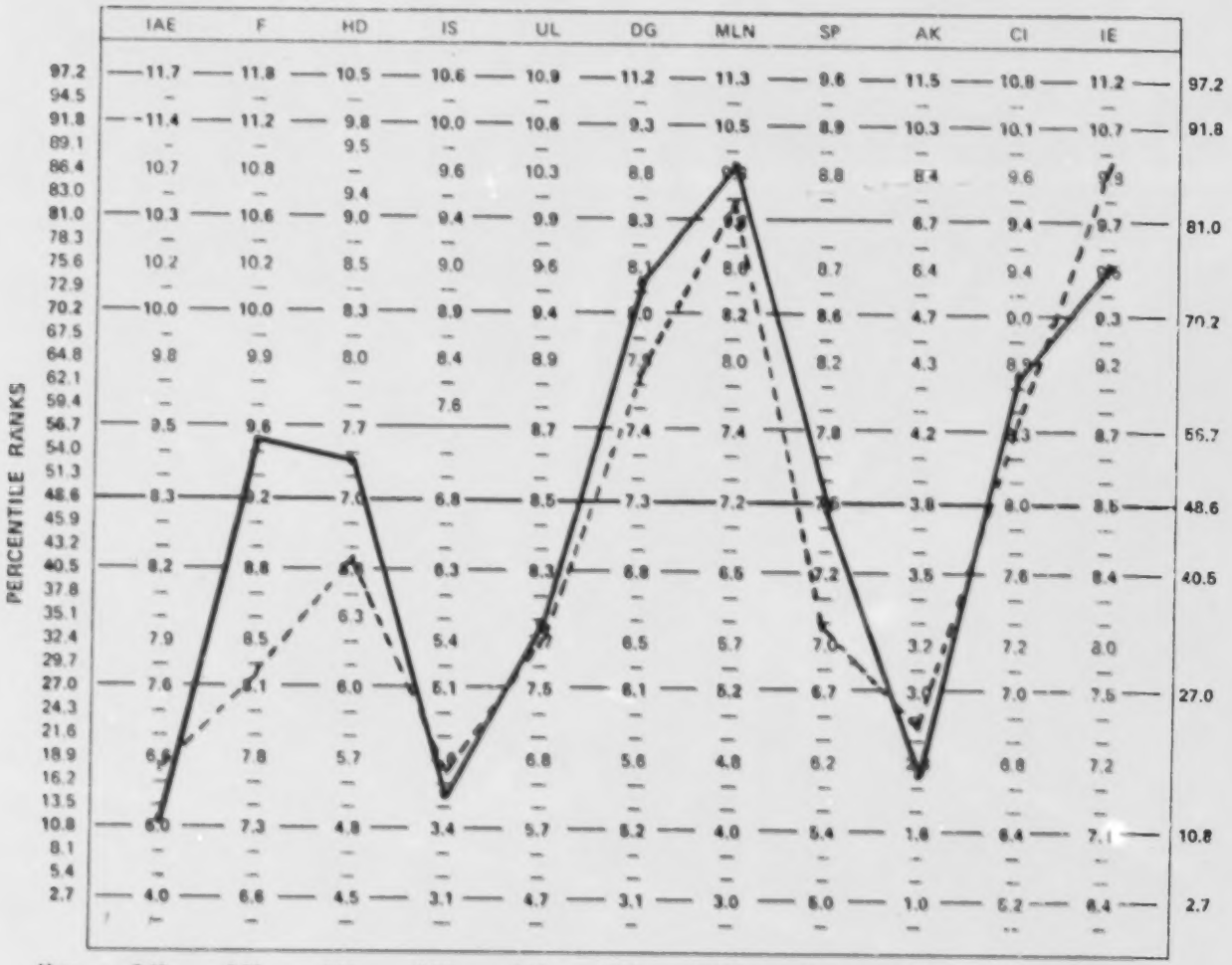
Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

TEACHING FACULTY

1 TO 6 YEARS AT ALFRED (N=24)- - - - - - -

7 OR MORE YEARS AT ALFRED (N=36)———

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Table 7: Mean Scores of the Alfred State College Academic Faculty on the Institutional Functioning Inventory Scales by Academic Rank

IFI Scale	Instructors and Assistant Professors (N=22)*	Associate Professors and Professors (N=32)*
IAE	6.50	5.94
F	7.91	9.63
HD	6.55	7.41
IS	4.18	3.97
UL	7.95	7.91
DG	6.91	8.47
MLN	9.50	9.44
SP	6.91	7.66
AK	2.95	1.84
CI	8.50	8.56
IE	10.05	9.56

* N's do not sum to 65 because of the exclusion of 5 individuals failing to respond to the question on rank and 6 reporting holding a title other than the four designated above.

Figure 7: Profile Chart for the Data of Table 7

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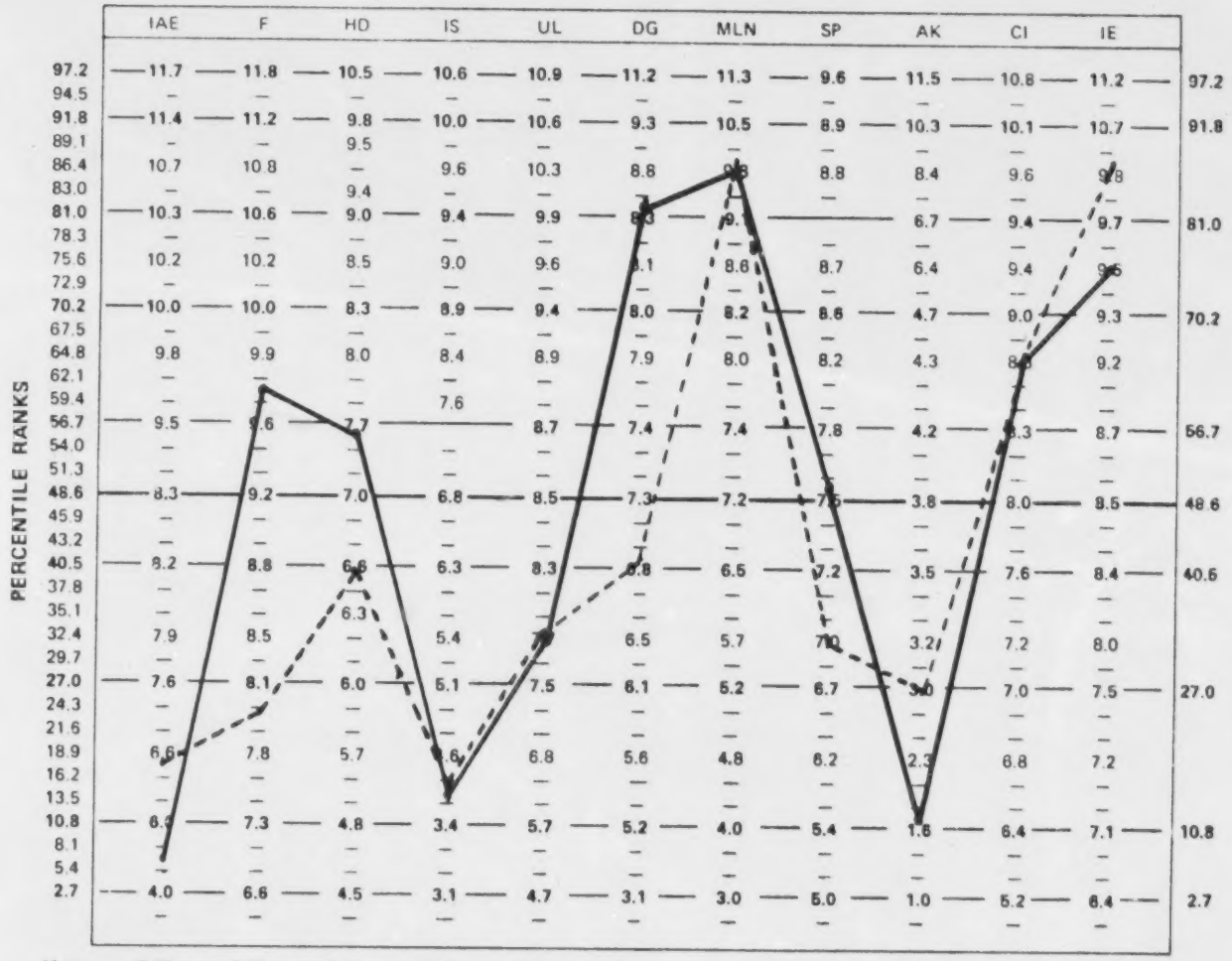
INSTITUTIONAL FUNCTIONING INVENTORY

Distribution of Scale Means, with Percentile Equivalents
(based on faculty means at 37 comparison group institutions described in the *IFI Preliminary Technical Manual*)



	IAE	F	HD	IS	UL	DG	MLN	SP	AK	CI	IE
Mean	8.49	9.05	7.11	6.75	8.18	6.99	6.86	7.33	4.50	7.95	8.51
Median	8.34	9.16	7.00	6.80	8.51	7.31	7.19	7.52	3.81	7.96	8.52
Standard Deviation	2.11	1.49	1.80	2.39	1.78	1.77	2.25	1.32	2.74	1.46	1.28

THIS PROFILE IS ADAPTED FROM TABLE 6.4 ON PAGE 37 OF THE *IFI PRELIMINARY TECHNICAL MANUAL*. TABLE 6.4 SHOULD BE CONSULTED FOR INTERPOLATING INSTITUTIONAL SCALE SCORES.

TEACHING FACULTY

INSTRUCTORS AND ASSISTANT PROFESSORS (N=22) - - - - -

ASSOCIATE AND FULL PROFESSORS (N=32) ———

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Table 8: Standard Deviations of the Alfred State College Academic Faculty (N=65) on the Institutional Functioning Inventory Scales Compared with the Distributions of Standard Deviations for the Normative Group, as an Index of Relative Consensus

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IFI Scale	Distributions of Standard Deviations for the Normative Group*					Standard Deviations for Alfred State College Academic Faculty
	High	75th Percentile	Median	25th Percentile	Low	
IAE	2.78	2.44	2.11	1.60	0.55	2.15
F	2.78	2.20	1.96	1.52	0.59	1.95
HD	2.99	2.50	2.11	1.82	1.25	2.07
IS	3.14	2.88	2.64	2.14	1.41	2.59
UL	3.19	2.48	2.15	1.86	1.34	2.32
DG	4.14	3.69	3.45	3.03	1.20	3.10
MLN	2.92	2.40	2.17	1.93	0.91	1.81
SP	3.61	3.24	2.92	2.52	1.83	2.62
AK	2.77	2.25	1.97	1.63	0.83	1.79
CI	3.84	3.04	2.75	2.23	1.14	2.27
IE	3.92	3.56	2.95	2.75	1.10	2.77

* Source: Richard E. Peterson, et. al., Institutional Functioning Inventory Preliminary Technical Manual. Princeton, N.J.: Institutional Research Program for Higher Education, Educational Testing Service, 1970, p. 38.

Interpretation of Scale Scores through Item Responses

In Section I it was noted that a careful scrutiny of the responses to individual items and comparisons with item norms may contribute to our understanding of the meaning of IFI scale scores, as well as provide succinct information about faculty opinions or perceptions on specific issues. Tables 9 through 19 (one table for each IFI scale) show item responses for the academic faculty in the Alfred State College sample together with comparable category percentages for the Normative Group. It will be recalled that items are of two types, "factual" and "opinion": "Yes," "No," and "Don't Know" ("?") are the response categories appropriate to the former, while "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree" pertain to the latter. To conserve space, we have collapsed the "Strongly Agree" and "Agree" and the "Disagree" and "Strongly Disagree" into two composite categories of "Agreement" and "Disagreement." The more detailed four-category breakdowns for the "opinion" items are available for examination in the Office of Institutional Research.

For both sample and Normative Group, individuals failing to respond have been omitted from this analysis (this practice was adopted for the former in an effort to assure stricter comparability with the latter). Overall, the rate of non-response for the academic faculty in the Alfred State College sample was minimal, generally consisting of only two or three individuals out of the sixty-five for any one item, with most items having a 100% response rate.

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To facilitate the reader's understanding and interpretation of these data, the following illustration may prove to be of assistance: Turning to Table 11, which shows data for the Human Diversity (HD) Scale, let us examine the responses to items #19 and #28. It can be seen that 45% of the academic faculty in the Alfred State College sample (ASC) answered "Yes" to the statement "A concerted effort is made to attract students of diverse ethnic and social backgrounds," while 32% answered "No," and 23% indicated "Don't Know." The comparable percentages for the Normative Group (NG) were 34, 42, and 23; and the percentage differences (DIF) between the sample and the Normative Group (ASC % - NG %) were 11, -10, and 0, respectively. Since a "Yes" response to this item is held to reflect a perception of human diversity, it is scored 1, while a "No" or "?" receives a 0. Accordingly, 45% of the sample received a score of 1 and 55% were given a 0. Comparable Normative Group figures are 34% and 65%, and the differences are 11 and -10, respectively.

Shifting our focus now to item #28 ("This institution tends to attract students from a somewhat restricted range of socioeconomic backgrounds"), we observe that 69% of the sample indicated "Agreement" and 31% "Disagreement." Interestingly, these percentages happen to coincide exactly with those for the Normative Group. Of course, disagreement with this statement earns a score of 1, while agreement gets a 0.

In moving beyond this introductory and explicative discussion, we should like to note that it is not our intention to perform an exhaustive examination or analysis of the responses to the 132 IFI items, since such an attempt would be likely to contribute little information content beyond that available to the interested reader who is willing to take the time for a meticulous examination of item responses. Rather, we intend only a few and hopefully cogent remarks concerning those four scales whose scores were identified as problematic in connection with our earlier study of mean scale scores and profiles: Specifically, we are interested in exploring further the reasons for the comparatively lower score on the Intellectual-Aesthetic Extracurriculum (IAE) Scale, and the relatively middling scores on the Freedom (F), Undergraduate Learning (UL), and Self-Study and Planning (SP) dimensions. Let us consider each of these in turn.

Intellectual-Aesthetic Extracurriculum. It would seem important for any college, but especially for a residential and geographically somewhat isolated institution, to provide both students and faculty with opportunities for intellectual and aesthetic stimulation outside of the classroom. For this reason, we have characterized as problematic the finding that, compared with the Normative Group, the academic faculty in the Alfred State College sample shows a notably lower mean score on the IAE Scale. To reiterate, the question is: How can we account for the apparently unfavorable perceptions about the extracurricular life at Alfred State College?

A careful look at the various columns of Table 9 helps to supply at least a partial answer. It can be seen that the sample compares least favorably to the Normative Group on items 5, 10, 25, and 21. A lower proportion of respondents also received a score of 1 on items 20, 15, and 56, although the differences on these latter items are not as pronounced. It would appear, therefore, that the lower score for the sample on the IAE Scale is attributable primarily to the fact that, compared with the Normative Group, the academic faculty at Alfred State College who participated in the IFI study:

(a) either are unaware of or tend to perceive an absence of "foreign films...shown regularly on or near campus"

(b) perceive a lack of "nationally known scientists and/or scholars...invited to the campus each year to address student and faculty groups"

(c) either do not know about or perceive an absence of "a number of student groups that meet regularly to discuss intellectual and/or philosophic topics"

(d) tend to be unsure of whether there has been "at least one poetry reading, open to the campus community... given within the past year"

Similarly, although perhaps somewhat less important in explaining the low IAE Scale score, the respondents in our sample:

(e) are either unaware or report the absence of "at least one chamber music concert...given within the past year"

(f) hold a less favorable opinion of the student literary magazine and newspaper.

In sharp contrast to the relative position of the sample with respect to the items cited above, however, is the very interesting response to item #7. Specifically, 98% of the participating academic faculty (as compared with 88% of the

Normative Group) answered "Yes" to the statement, "This institution attempts each year to sponsor a rich program of cultural events--lectures, concerts, plays, art exhibits, and the like." In a similar vein, although the sample-Normative Group difference is not as pronounced, the sample reveals a 69% affirmative response rate to item #66, which states, "Many opportunities exist outside of the classroom for intellectual and aesthetic self-expression on the part of students."

In light of the above, it seems likely that, despite a low score on the IAE Scale, the academic faculty in the Alfred State College sample do indeed perceive opportunities for intellectual-aesthetic stimulation and satisfaction outside of the classroom; but (especially as compared with the Normative Group) these opportunities do not consist in large part of foreign films, nationally known scientists and scholars, intellectually-philosophically inclined student groups, poetry readings, chamber music concerts, and student literary magazine and newspaper.

Freedom. Although it frequently eludes explicit and widely accepted definition, freedom has long been a cherished value of American culture; and, perhaps more than any other single institution, the college campus has epitomized freedom of thought, speech, and life styles. It is in light of these realities that the middling score of the Alfred State College sample on the F Scale may be seen as problematic.

An examination of Table 10 reveals that the perceptions of the academic faculty in the Alfred State College sample

show least favorable comparisons to the Normative Group on items 61 and 55, and, though less notable, also on items 16 and 47. That is, when compared with the Normative Group, the sixty-five members of the academic faculty participating in the IFI study:

(a) perceive less freedom "to express radical political beliefs in their classrooms"

(b) see "senior administrators or governing board members" as tending to be intolerant of "eccentric convictions and unpopular beliefs among faculty members"

(c) express greater uncertainty about the question of whether "in the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers"

(d) are somewhat less convinced that "certain radical student organizations" would be allowed to "organize chapters on this campus"

The counterbalance to the less favorable position on the above issues appears on items 72 and 8, and also on items 54, 71, 39, and 22. In comparison to the Normative Group, the individuals in the sample:

(a) tend to perceive greater tolerance by institutional authorities of "idiosyncratic or nonconformist student personal styles and appearances (e.g., beards, long hair)...."

(b) report that "there are no written regulations regarding student dress"

(c) see a greater freedom in allowing "certain highly controversial figures in public life...to address students"

(d) believe that faculty members "who have publicly registered their dissent concerning policies of the state or federal government" have not been reprimanded by "institutional authorities"

(e) perceive little or no "curtailment of academic freedom for faculty and students" by "religious authority"

(f) see few institutional "restrictions on off-campus political activities by faculty members"

Although it is risky to advance generalizations on the basis of the above evidence alone, we offer the following two: Looking closely at the responses to those items where differences are most extreme (61 and 55 versus 72 and 8) seems to suggest that, compared with the Normative Group, academic faculty at Alfred State College tend to perceive less freedom for themselves but somewhat more for their students. Similarly, comparing the responses to item 61 with those to items 71 and 22 may indicate that political activity on the part of academic faculty is perceived as legitimate or acceptable, so long as it is not radical, or if radical, so long as it is kept out of the classroom.

Undergraduate Learning. We turn now to consider the question which may be defined by most members of the Alfred State College community as most problematic, namely, the more or less middling position on the IFI Undergraduate Learning Scale. Unlike institutions with distinguished graduate schools and research centers, most two-year undergraduate colleges must seek their major justification in quality undergraduate instruction. Of course, this will become especially true and important as competition for new students becomes increasingly keen. We are particularly concerned about the sample's score on the UL Scale, since, according to Peterson, et.al., "A low score indicates either that undergraduate instruction stands relatively low as an institutional priority, or else the perception that, for whatever reasons, the quality of teaching at the college is generally somewhat poor."[8]

8. Institutional Functioning Inventory Preliminary Technical Manual, p. 2.

The data of Table 13 provide us with clues as to some of the reasons for the rather unimpressive UL Scale score. Specifically, the sample appears to compare least favorably on items 37 and 68. Less pronounced are the differences on items 6 and 32; and of special interest is the response pattern of item 17. Compared with the Normative Group, then, the Alfred State College academic faculty in the sample are more likely to report:

(a) the relative absence of "either tutorials or extensive independent studies" as "important features of the undergraduate curriculum"

(b) the relative absence of encouragement for "capable undergraduates...to collaborate with faculty on research projects or to carry out studies of their own"

(c) uncertainty about whether there exist "established procedures by which students may propose new courses"

(d) seeing less "contact between professors and undergraduates outside the classroom"

As we have already pointed out, we believe the response pattern of item 17 to be particularly deserving of comment. It suggests that, compared with the Normative Group, the academic faculty represented in the Alfred State College sample are less uncertain about how tenure and promotion decisions are made, and they are more likely to report the belief that decisions on faculty tenure and promotion are <u>not</u> "based primarily on an estimate of teaching effectiveness."

In contrast to the five above items, the sample compares most favorably with the Normative Group with respect to item 49, and to a less notable degree on items 51, 63, and 59. That is, the individuals in the sample are more likely to report that they believe that:

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(a) "professors get to know most students in their undergraduate classes quite well"

(b) "most faculty members" are willing to "spend much time in talking with students about students' personal interests and concerns"

(c) "in recruiting new faculty members, department chairmen or other administrators generally attach as much importance to demonstrated teaching ability as to potential for scholarly contribution"

(d) "most faculty members are quite sensitive to the interests, needs, and aspirations of undergraduates"

What are we to make of these findings? Well, the message of item 17 seems reasonably clear, so that we shall have no more to say about it at this time.[9] A scrutiny of the responses to the other items, and especially those yielding the least favorable comparisons, suggests the possible operation of a bias, such as those discussed in Section II--one that we might label the "four-year bias." In particular, it would seem reasonable to venture the contention that four-year colleges (and especially those with graduate programs and/or research-oriented faculties in the often less highly structured liberal arts curricula) would be more likely to score higher on items 37 and 68 (tutorials, independent studies, and collaboration with faculty on research projects). The call for caution in light of suspected bias is provided considerable justification by the responses to items 49, 51, 63, and 59, which show unambiguously that over 80% of the academic faculty in the Alfred State College sample perceive of the faculty at their school as getting to know their students quite well, as well as being concerned about students' academic and personal needs and interests.

9. See also our comments of Section I within our discussion of "The Perceptual Approach."

The point being emphasized here, of course, is that it is quite possible (perhaps quite probable) that a very heavy commitment to undergraduate instruction by a very dedicated faculty may exist on a campus, while remaining untapped (or inadequately measured) by the IFI Undergraduate Learning Scale. The question is deserving of further research.

Self-Study and Planning. As we are reminded with increasing regularity and accuracy, the days of burgeoning enrollments and seemingly limitless funding possibilities are over, and higher education in the United States appears to be entering what has been called "the age of contraction." Accordingly, it is perhaps more important now than it has ever been for an institution to take stock of where it is and where it is going. Specifically, there exists a greater need for rational planning, planning based upon a realistic assessment of institutional objectives and resources in both the long run and the short run. For these reasons, the relatively middling score for the Alfred State College sample on the Self-Study and Planning Scale may be characterized as problematic.

The data of Table 16 may offer at least a partial explanation. On the one hand, it can be seen that the least favorable comparisons are with regard to items 108 and 125. Compared with the Normative Group, a notably smaller proportion of the academic faculty in the Alfred State College sample perceive:

(a) "wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future"

(b) the existence of "an institutional research agency which does more than simply gather facts for the administration"

On the other hand, the sample compares most favorably with the Normative Group on items 76, 84, 132, 93, and 92. Compared with the Normative Group, a notably larger proportion of individuals in the sample perceive that:

(a) "there is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution"

(b) the long-range plan is "based on a reasonably clear statement of goals"

(c) "laying plans for the institution is a high priority activity for many senior administrators"

(d) "planning at this institution is continuous rather than one-shot or completely nonexistent"

(e) "analyses of the philosophy, purposes, and objectives of the institution are frequently conducted"

The present findings may be interpreted to suggest that the academic faculty at Alfred State College participating in the IFI study do perceive continuous planning, but that they see such activity as being primarily an administrative preoccupation, lacking widespread faculty interest and/or involvement.

At this juncture we are being somewhat facetious when we indicate that we feel compelled to make note of a final type of bias, that which we might label succinctly as the "non-existence bias." Specifically, with regard to the response to item 125, we would like to inform or remind the reader that the Office of Institutional Research at this campus did not exist at the time of the IFI survey, but only came into being as of August 1, 1974.

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Table 9: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Intellectual - Aesthetic Extracurriculum (IAE) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
1	There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.	NG	66	29	5			66	34
		ASC	69	25	6			69	31
		DIF	(+3)	(-4)	(+1)			(+3)	(-3)
5	Foreign films are shown regularly on or near campus.	NG	67	28	5			67	33
		ASC	11	43	46			11	89
		DIF	(-56)	(+15)	(+41)			(-56)	(+56)
7	This institution attempts each year to sponsor a rich program of cultural events-lectures, concerts, plays, art exhibits, and the like.	NG	88	11	1			88	12
		ASC	98	0	2			98	2
		DIF	(+10)	(-11)	(+1)			(+10)	(-10)
10	A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.	NG	74	23	3			74	26
		ASC	31	63	6			31	69
		DIF	(-43)	(+40)	(+3)			(-43)	(+43)

*DIF = (ASC% - NG%)

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Table 9: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
14	At least one modern dance program has been presented in the past year.	NG	53	28	20			53	48
		ASC	57	17	26			57	43
		DIF	(+4)	(-11)	(+6)			(+4)	(-5)
15	Students publish a literary magazine.	NG	64	27	9			64	36
		ASC	54	37	9			54	46
		DIF	(-10)	(+10)	(+0)			(-10)	(+10)
20	At least one chamber music concert has been given within the past year.	NG	77	15	8			77	23
		ASC	62	20	18			62	38
		DIF	(-15)	(+5)	(+10)			(-15)	(+15)
21	At least one poetry reading, open to the campus community, has been given within the past year.	NG	58	22	20			58	42
		ASC	35	22	43			35	65
		DIF	(-23)	(+0)	(+23)			(-23)	(+23)

DIF = (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

Table V: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
25	There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.	NG	50	29	22			50	51
		ASC	17	36	45			17	83
		DIF	(-33)	(+9)	(+23)			(-33)	(+32)
31	Little money is generally available for inviting outstanding people to give public lectures.	NG				50	50	50	50
		ASC				43	57	57	43
		DIF				(-7)	(+7)	(+7)	(-7)
56	The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more customary tasks of student newspapers).	NG				66	34	66	34
		ASC				57	43	57	43
		DIF				(-9)	(+9)	(-9)	(+9)
66	Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.	NG				67	34	67	34
		ASC				69	31	69	31
		DIF				(+2)	(-3)	(+2)	(-3)

*DIF = (ASC - NG)

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Table 10: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Freedom (F) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
8	There are no written regulations regarding student dress.	NG	45	47	8			45	55
		ASC	63	28	9			63	37
		DIF	(+18)	(-19)	(+1)			(+18)	(-18)
16.	In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.	NG	8	69	23			69	31
		ASC	0	57	43			57	43
		DIF	(-8)	(-12)	(+20)			(-12)	(+12)
22	The institution imposes certain restrictions on off-campus political activities by faculty members.	NG	6	81	13			81	19
		ASC	3	88	9			88	12
		DIF	(-3)	(+7)	(-4)			(+7)	(-7)
30	An essentially free student newspaper exists on this campus (with accountability mainly to its readership).	NG				82	18	82	18
		ASC				79	21	79	21
		DIF				(-3)	(+3)	(-3)	(+3)

*DIF = (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

80

Table 10: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
39	Religious authority has meant some curtailment of academic freedom for faculty and students.	NG				11	89	89	11
		ASC				2	98	98	2
		DIF				(-9)	(+9)	(+9)	(-9)
47	Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be, allowed to organize chapters on this campus.	NG				29	71	71	29
		ASC				38	62	62	38
		DIF				(+9)	(-9)	(-9)	(+9)
54	Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.	NG				23	77	77	23
		ASC				9	91	91	9
		DIF				(-14)	(+14)	(+14)	(-14)
55	Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.	NG				57	43	57	43
		ASC				41	59	41	59
		DIF				(-16)	(+16)	(-16)	(+16)

DIF (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

Table 10: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
61	Faculty members feel free to express radical political beliefs in their classrooms.	NG				75	24	75	24
		ASC				53	47	53	47
		DIF				(-22)	(+23)	(-22)	(+23)
64	The governing body (e.g., Board of Trustees) strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.	NG				85	15	85	15
		ASC				81	19	81	19
		DIF				(-4)	(+4)	(-4)	(+4)
71	Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the state or federal government.	NG				13	86	86	13
		ASC				2	98	98	2
		DIF				(-11)	(+12)	(+12)	(-11)
72	Idiosyncratic or nonconformist student personal styles and appearances (e.g., beards, long hair) tend to be viewed with disfavor by institutional authorities.	NG				47	52	52	47
		ASC				22	78	78	22
		DIF				(-25)	(+26)	(+26)	(-25)

*DIF = (ASC% - NG%)

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Table 11: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Human Diversity (HD) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
2	There are provisions by which some number of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.	NG	52	22	26			52	48
		ASC	95	0	5			95	5
		DIF	(+43)	(-22)	(-21)			(+43)	(-43)
11	This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.	NG	38	38	25			38	63
		ASC	35	42	23			35	65
		DIF	(-3)	(+4)	(-2)			(-3)	(+2)
13	When this institution is looking for new faculty, it goes primarily to a few nearby graduate schools.	NG	7	81	12			81	19
		ASC	5	86	9			86	14
		DIF	(-2)	(+5)	(-3)			(+5)	(-5)
19	A concerted effort is made to attract students of diverse ethnic and social backgrounds.	NG	34	42	23			34	65
		ASC	45	32	23			45	55
		DIF	(+11)	(-10)	(+0)			(+11)	(-10)

(CONTINUED ON FOLLOWING PAGE)

*DIF = (ASC% - NG%)

Table 11: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
23	One of the methods used to influence the flavor of the college is to try to select students with fairly similar personality traits.	NI	6	70	21			70	30
		ADC	3	75	20			75	25
		DIF	(-5)	(+3)	(+1)			(+3)	(-4)
28	This institution tends to attract students from a somewhat restricted range of socioeconomic backgrounds.	NI				69	31	31	69
		ADC				69	31	31	69
		DIF				(+0)	(+0)	(+0)	(+0)
34	A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.	NI				28	72	28	72
		ADC				0	100	0	100
		DIF				(-28)	(+28)	(-28)	(+28)
42	When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.	NI				46	54	54	46
		ADC				42	58	58	42
		DIF				(-4)	(+4)	(+4)	(-4)

(CONTINUED ON FOLLOWING PAGE)

*DIF = (ADC - NI)

Table 11: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
42	A wide variety of religious backgrounds and beliefs are represented among the faculty.	SG				78	22	78	22
		ADC				87	13	87	13
		DIF				(+9)	(-9)	(+9)	(-9)
43	A wide variety of religious backgrounds and beliefs are represented in the student body.	SG				70	30	70	30
		ADC				89	11	89	11
		DIF				(+19)	(-19)	(+19)	(-19)
53	Compared with most other colleges, fewer minority groups are represented on this campus.	SG				54	46	46	54
		ADC				72	28	28	72
		DIF				(+18)	(-18)	(-18)	(+18)
65	Students or faculty members whose records contain suggestions of unusual characteristics--e.g., bizarre dress, unpopular ideas--are not encouraged to remain here.	SG				36	64	64	36
		ADC				40	60	60	40
		DIF				(+4)	(-4)	(-4)	(+4)

*DIF = (ADC% - SG%)

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Table 1: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Concern for Improvement of Society (IFI) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
3	There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty.	NG	60	29	11			60	40
		ASC	57	23	20			57	43
		DIF	(-3)	(-6)	(+9)			(-3)	(+3)
4	A number of professors have been involved in the past few years with economic planning at either the national, regional, or state level.	NG	28	44	27			28	72
		ASC	26	28	46			26	74
		DIF	(-2)	(-16)	(+19)			(-2)	(+3)
9	Professors from this institution have been actively involved in fruning state or federal legislation in the areas of health, education, or welfare.	NG	23	48	28			23	76
		ASC	38	28	34			38	62
		DIF	(+15)	(-20)	(+6)			(+15)	(-14)
12	Quite a number of students are associated with organizations that actively seek to reform society in one way or another.	NG	44	42	15			44	57
		ASC	17	60	23			17	83
		DIF	(-27)	(+18)	(+8)			(-27)	(+26)

*DIF = (ASC% - NG%)

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Item No.	Item Content		Percent DK	Percent NO	Percent YES	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent* Receiving Score of "1"	Percent Receiving Score of "0"
18	This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.	NG	51	37	13			51	50
		ASC	25	48	27			25	75
		DIF	(-26)	(+11)	(+14)			(-26)	(+25)
24	A number of faculty members or administrators from this institution have gone to Washington to participate in planning various New Frontier, Great Society, and subsequent programs.	NG	14	63	23			14	86
		ASC	8	54	38			8	92
		DIF	(-6)	(-9)	(+15)			(-6)	(+6)
27	Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in American society.	NG				69	30	69	30
		ASC				31	69	31	69
		DIF				(-38)	(+39)	(-38)	(+39)
34	Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.	NG				50	50	50	50
		ASC				24	76	24	76
		DIF				(-26)	(+26)	(-26)	(+26)

*DIF = (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

Table 19: (CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
52	The notion of colleges and universities assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.	NG				32	67	67	32
		ASC				51	49	49	51
		DIF				(+19)	(-18)	(-18)	(+19)
60	Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.	NG				81	18	81	18
		ASC				62	38	62	38
		DIF				(-19)	(+20)	(-19)	(+20)
69	Most faculty on this campus tend to be reasonably satisfied with the status quo of American society.	NG				47	52	52	47
		ASC				77	23	23	77
		DIF				(+30)	(-29)	(-29)	(+30)
70	The governing board does not consider active engagement in resolving major social ills to be an appropriate institutional function.	NG				38	61	61	38
		ASC				54	46	46	54
		DIF				(+16)	(-15)	(-15)	(+16)

*DIF = (ASC% - NG%)

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Table 13: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Concern for Undergraduate Learning (UL) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
6	There are established procedures by which students may propose new courses.	NG	31	52	17			31	69
		ASC	25	52	23			25	75
		DIF	(-6)	(+0)	(+6)			(-6)	(+6)
17	Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.	NG	37	44	18			37	62
		ASC	35	59	6			35	65
		DIF	(-2)	(+15)	(-12)			(-2)	(+3)
69	Generally speaking, there is not very much contact between professors and undergraduates outside the classroom.	NG				31	69	69	31
		ASC				37	63	63	37
		DIF				(+6)	(-6)	(-6)	(+6)
33	Senior professors seldom teach freshman or sophomore courses.	NG				15	85	85	15
		ASC				18	82	82	18
		DIF				(+3)	(-3)	(-3)	(+3)

*DIF = (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

Table 13: (CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
37	Either tutorials or extensive independent studies are important features of the undergraduate curriculum.	NG				45	56	45	56
		ASC				28	72	28	72
		DIF				(-17)	(+16)	(-17)	(+16)
45	How best to communicate knowledge to undergraduates is not a question that seriously concerns a very large proportion of the faculty.	NG				24	76	76	24
		ASC				22	78	78	22
		DIF				(-2)	(+2)	(+2)	(-2)
49	Professors get to know most students in their undergraduate classes quite well.	NG				70	31	70	31
		ASC				84	14	86	14
		DIF				(+16)	(-17)	(+16)	(-17)
51	Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.	NG				27	73	73	27
		ASC				18	82	82	18
		DIF				(-9)	(+9)	(+9)	(-9)

*DIF = (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

90

Table 13: (CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
58	Because of the pressure of other commitments, many professors are unable to prepare adequately for their undergraduate courses.	NG				28	72	72	28
		ASC				30	70	70	30
		DIF				(+2)	(-2)	(-2)	(+2)
59	Most faculty members are quite sensitive to the interests, needs and aspirations of undergraduates.	NG				81	20	81	20
		ASC				88	12	88	12
		DIF				(+7)	(-8)	(+7)	(-8)
63	In recruiting new faculty members, department chairmen or other administrators generally attach as much importance to demonstrated teaching ability as to potential for scholarly contribution.	NG				77	24	77	24
		ASC				86	14	86	14
		DIF				(+9)	(-10)	(+9)	(-10)
68	Capable undergraduates are encouraged to collaborate with faculty on research projects or to carry out studies of their own.	NG				75	25	75	25
		ASC				62	38	62	38
		DIF				(-13)	(+13)	(-13)	(+13)

*DIF = (ASC% - NG%)

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Table 14: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Democratic Governance (DG) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
26	In general, decision making is decentralized whenever feasible or workable.	NG				64	36	64	36
		ASC				79	21	79	21
		DIF				(+15)	(-15)	(+15)	(-15)
29	Meaningful arrangements exist for expression of student opinion regarding institutional policies.	NG				76	23	76	23
		ASC				85	15	85	15
		DIF				(+9)	(-8)	(+9)	(-8)
32	In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.	NG				57	42	57	42
		ASC				56	44	56	44
		DIF				(-1)	(+2)	(-1)	(+2)
38	This institution tends to be dominated by a single "official" point of view.	NG				37	63	63	37
		ASC				41	59	59	41
		DIF				(+4)	(-4)	(-4)	(+4)

*DIF = (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

Table 14: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
41	Power here tends to be widely dispersed rather than tightly held.	NG				44	57	44	57
		ASC				46	54	46	54
		DIF				(+2)	(-3)	(+2)	(-3)
44	Serious consideration is given to student opinion when policy decisions affecting students are made.	NG				70	30	70	30
		ASC				81	19	81	19
		DIF				(+11)	(-11)	(+11)	(-11)
46	In reality, a small group of individuals tends to pretty much run this institution.	NG				56	44	44	56
		ASC				56	44	44	56
		DIF				(+0)	(+0)	(+0)	(+0)
48	Governance of this institution is clearly in the hands of the administration.	NG				61	39	39	61
		ASC				59	41	41	59
		DIF				(-2)	(+2)	(+2)	(-2)

(CONTINUED ON FOLLOWING PAGE)

*DIF = (ASC% - NG%)

Table 14: (CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
50	In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.	NG				64	36	64	36
		ASC				81	19	81	19
		DIF				(+17)	(-17)	(+17)	(-17)
57	There is wide faculty involvement in important decisions about how the institution is run.	NG				53	47	53	47
		ASC				60	40	60	40
		DIF				(+7)	(-7)	(+7)	(-7)
62	Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.	NG				65	35	65	35
		ASC				77	23	77	23
		DIF				(+12)	(-12)	(+12)	(-12)
67	A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance on this campus.	NG				57	43	57	43
		ASC				63	37	63	37
		DIF				(+6)	(-6)	(+6)	(-6)

*DIF = (ASC% - NG%)

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Table 15: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Meeting Local Needs (MLN) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
73	This institution operates an adult education program, e.g., evening courses open to local area residents.	NG	55	42	3			55	45
		ASC	92	5	3			92	8
		DIF	(+37)	(-37)	(+0)			(+37)	(-37)
75	Courses are offered through which local area residents may be retrained or upgraded in their job skills.	NG	34	55	11			34	66
		ASC	83	12	5			83	17
		DIF	(+49)	(-43)	(-6)			(+49)	(-49)
77	Counseling services are available to adults in the local area seeking information about educational and occupational matters.	NG	26	50	24			26	74
		ASC	52	16	32			52	48
		DIF	(+26)	(-34)	(+8)			(+26)	(-26)
80	There is a job placement service through which local employers may hire students for full-or part-time work.	NG	76	11	13			76	24
		ASC	85	9	6			85	15
		DIF	(+9)	(-2)	(-7)			(+9)	(-9)

*DIF = (ASC% - NG%)

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Table 15: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
83	Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums, and the like.	NG	71	15	13			71	29
		ASC	95	2	3			95	5
		DIF	(+24)	(-13)	(-10)			(+24)	(-23)
86	There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.	NG	27	60	13			27	73
		ASC	83	11	6			83	17
		DIF	(+56)	(-49)	(-7)			(+56)	(-56)
88	Courses dealing with artistic expression or appreciation are available to all adults in the local area.	NG	35	47	17			35	64
		ASC	52	28	20			52	48
		DIF	(+17)	(-19)	(+3)			(+17)	(-16)
91	The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.	NG	42	51	7			42	58
		ASC	86	14	0			86	14
		DIF	(+44)	(-37)	(-7)			(+44)	(-44)

*DIF = (ASC% - NG%)

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Table 15: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
95	Attention is given to maintaining fairly close relationships with businesses and industries in the local area.	NG	38	37	25			38	62
		ASC	86	9	5			86	14
		DIF	(+48)	(-28)	(-20)			(+48)	(-48)
119	There are no courses or programs for students with educational deficiences, i.e.,remedial work.	NG				35	64	64	35
		ASC				3	97	97	3
		DIF				(-32)	(+33)	(+33)	(-32)
128	The location of this campus makes it easily accessible to students who live at home and commute.	NG				69	31	69	31
		ASC				35	65	35	65
		DIF				(-34)	(+34)	(-34)	(+34)
130	This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.	NG				29	72	72	29
		ASC				3	97	97	3
		DIF				(-26)	(+25)	(+25)	(-26)

*DIF = (ASC% - NG%)

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Table 16: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Self-Study and Planning (SP) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent (NG)	Percent (SD)	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
76	There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.	NG	38	40	20			38	62
		ASC	72	5	23			72	28
		DIF	(+34)	(-37)	(+3)			(+34)	(-34)
78	Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.	NG	67	24	9			67	33
		ASC	62	21	17			62	38
		DIF	(-5)	(-3)	(+8)			(-5)	(+5)
81	One or more individuals are presently engaged in long-range financial planning for the total institution.	NG	71	7	22			71	29
		ASC	68	8	24			68	32
		DIF	(-3)	(+1)	(+2)			(-3)	(+3)
84	The institution has a long-range plan based on a reasonably clear statement of goals.	NG	56	28	16			56	44
		ASC	78	8	14			78	22
		DIF	(+22)	(-20)	(-2)			(+22)	(-22)

*DIF = (ASC% - NG%)

Table 16: (CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
88	At the present time, there is greater emphasis on departmental planning than on institution-wide planning.	NG	29	48	22			48	51
		ASC	32	45	23			45	55
		DIF	(+3)	(-3)	(+1)			(-3)	(+4)
92	Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.	NG	41	42	17			41	59
		ASC	56	33	11			56	44
		DIF	(+15)	(-9)	(-6)			(+15)	(-15)
93	Planning at this institution is continuous rather than one-shot or completely nonexistent.	NG	64	19	17			64	36
		ASC	80	12	8			80	20
		DIF	(+16)	(-7)	(-9)			(+16)	(-16)
103	The change that has taken place at this institution in recent years has been more the result of internal and external influences than of institutional purposes (and deliberate planning based thereon).	NG				57	42	42	57
		ASC				51	49	49	51
		DIF				(-6)	(+7)	(+7)	(-6)

*DIF = (ASC% - NG%)

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Table 16: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
108	Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.	NG				59	41	59	41
		ASC				37	63	37	63
		DIF				(-22)	(+22)	(-22)	(+22)
110	Most administrators and faculty tend to see little real value in data-based institutional self-study.	NG				26	74	74	26
		ASC				29	71	71	29
		DIF				(+3)	(-3)	(-3)	(+3)
125	There is an institutional research agency at this institution which does more than simply gather facts for the administration.	NG				30	69	30	69
		ASC				14	86	14	86
		DIF				(-16)	+17)	(-16)	(+17)
132	Laying plans for the future of the institution is a high priority activity for many senior administrators	NG				64	35	64	35
		ASC				82	18	82	18
		DIF				(+18)	(-17)	(+18)	(-17)

*DIF = (ASC% - NG%)

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Table 17: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Concern for Advancing Knowledge (AK) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
74	Government or foundation research grants comprise a substantial portion of the institution's income.	NG	26	61	13			26	74
		ASC	12	68	20			12	88
		DIF	(-14)	(+7)	(+7)			(-14)	(+14)
79	A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.	NG	53	41	6			53	47
		ASC	12	65	23			12	88
		DIF	(-41)	+24)	(+17)			(-41)	(+41)
82	Quite a number of faculty members have had books published in the past two or three years.	NG	33	54	13			33	67
		ASC	21	62	17			21	79
		DIF	(-12)	(+8)	(+4)			(-12)	(+12)
85	There are a number of research professors on campus, i.e., faculty members whose appointments primarily entail research rather than teaching.	NG	15	79	6			15	85
		ASC	5	87	8			5	95
		DIF	(-10)	(+8)	(+2)			(-10)	(+10)

*DIF = (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

Table 17: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
89	The average teaching load in most departments is eight credit hours or fewer.	NG	15	76	9			15	85
		ASC	8	77	15			8	92
		DIF	(-7)	(+1)	(+6)			(-7)	(+7)
90	Faculty promotions generally are based primarily on scholarly publication.	NG	14	76	10			14	86
		ASC	2	92	6			2	98
		DIF	(-12)	(+16)	(-4)			(-12)	+12)
94	Extensive laboratory facilities exist for research in the natural sciences.	NG	42	45	12			42	57
		ASC	25	57	18			25	75
		DIF	(-17)	(+12)	(+6)			(-17)	(+18)
99	In general, the governing board is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.	NG				50	49	50	49
		ASC				22	78	22	78
		DIF				(-28)	(+29)	(-28)	(+29)

*DIF = (ASC% - NG%)

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Table 17: (CONTINUED)

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Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
102	Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.	NG				67	32	32	67
		ASC				89	11	11	89
		DIF				(+22)	(-21)	(-21)	(+22)
109	Professors engaged in research that requires use of a computer have easy access to such equipment.	NG				59	41	59	41
		ASC				87	13	87	13
		DIF				(+28)	(-28)	(+28)	(-28)
115	One or more important scientific breakthroughs have been achieved at this institution in the past five years.	NG				18	82	18	82
		ASC				5	95	5	95
		DIF				(-13)	(+13)	(-13)	(+13)
129	Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.	NG				34	65	65	34
		ASC				59	41	41	59
		DIF				(+25)	(-24)	(-24)	(+25)

*DIF = (ASC% - NG%)

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Table 18: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Concern for Innovation (CI) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
96	There is a general willingness here to experiment with innovations that have shown promise at other institutions.	NG				78	21	78	21
		ASC				88	12	88	12
		DIF				(+10)	(-9)	(+10)	(-9)
98	In the last few years, there have been a number of major departures from old ways of doing things at this institution.	NG				76	24	76	24
		ASC				68	32	68	32
		DIF				(-8)	(+8)	(-8)	(+8)
100	A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.	NG				30	69	69	30
		ASC				9	91	91	9
		DIF				(-21)	(+22)	(+22)	(-21)
101	High-ranking administrators or department chairmen generally encourage professors to experiment with new courses and teaching methods.	NG				72	28	72	28
		ASC				78	22	78	22
		DIF				(+6)	(-6)	(+6)	(-6)

(CONTINUED ON FOLLOWING PAGE)

*DIF = (ASC% - NG%)

Table 18: (CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
105	It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.	NG				39	60	60	39
		ASC				32	68	68	32
		DIF				(-7)	(+8)	(+8)	(-7)
107	There have been few significant changes in the overall curriculum in the past five years.	NG				34	66	66	34
		ASC				28	72	72	28
		DIF				(-6)	(+6)	(+6)	(-6)
109	Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than of assumed educational merit.	NG				33	66	66	33
		ASC				30	70	70	30
		DIF				(-3)	(+4)	(+4)	(-3)
114	The curriculum committee of the college concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.	NG				67	32	67	32
		ASC				45	55	45	55
		DIF				(-22)	(+23)	(-22)	(+23)

*DIF = (ASC% - NG%)

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Table 18: (CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
118	Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.	NG				54	45	45	54
		ASC				34	66	66	34
		DIF				(-20)	(+21)	(+21)	(-20)
120	This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.	NG				57	43	57	43
		ASC				73	27	73	27
		DIF				(+16)	(-16)	(+16)	(-16)
124	There is an air of complacency among many of the staff, a general feeling that most things at the college are all right as they are.	NG				41	59	59	41
		ASC				49	51	51	49
		DIF				(+8)	(-8)	(-8)	(+8)
127	In my experience it has not been easy for new ideas about educational practice to receive a hearing.	NG				24	76	76	24
		ASC				13	87	87	13
		DIF				(-11)	(+11)	(+11)	(-11)

*DIF = (ASC% - NG%)

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Table 19: Comparison of the Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty (ASC) with Those for the Normative Group (NG) on the Items Constituting the Institutional Functioning Inventory Institutional Esprit (IE) Scale in Terms of Percentages and Percent Differences (DIF)*

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
97	Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.	NG				70	29	70	29
		ASC				79	21	79	21
		DIF				(+9)	(-8)	(+9)	(-8)
104	Generally speaking, top-level administrators are providing effective educational leadership.	NG				62	38	62	38
		ASC				74	26	74	26
		DIF				(+12)	(-12)	(+12)	(-12)
106	Generally speaking, communication between the faculty and the administration is poor.	NG				37	62	62	37
		ASC				23	77	77	23
		DIF				(-14)	(+15)	(+15)	(-14)
111	Staff infighting, backbiting, and the like seem to be more the rule than the exception.	NG				19	80	80	19
		ASC				31	69	69	31
		DIF				(+12)	(-11)	(-11)	(+12)

*DIF = (ASC% - NG%)

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Table 19:(CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
112	The institution is currently doing a successful job in achieving its various goals.	NG				73	28	73	28
		ASC				97	3	97	3
		DIF				(+24)	(-25)	(+24)	(-25)
116	Close personal friendships between administrators and faculty members are quite common.	NG				67	33	67	33
		ASC				76	24	76	24
		DIF				(+9)	(-9)	(+9)	(-9)
117	In comparison with most other institutions, faculty turnover here appears to be somewhat high.	NG				29	70	70	29
		ASC				14	86	86	14
		DIF				(-15)	(+16)	(+16)	(-15)
121	Although they may criticize certain practices, most faculty seem to be very loyal to the institution.	NG				86	13	86	13
		ASC				91	9	91	9
		DIF				(+5)	(-4)	(+5)	(-4)

*DIF = (ASC% - NG%)

(CONTINUED ON FOLLOWING PAGE)

Table 19: (CONTINUED)

BEST COPY AVAILABLE

Item No.	Item Content		Percent YES	Percent NO	Percent DON'T KNOW	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Receiving Score of '1'	Percent Receiving Score of '0'
122	There is a stong sense of community, a feeling of shared interests and purposes, on this campus.	NG				55	44	55	44
		ASC				71	29	71	29
		DIF				(+16)	(-15)	(+16)	(-15)
123	In general, faculty morale is high.	NG				65	34	65	34
		ASC				66	34	66	34
		DIF				(+1)	(+0)	(+1)	(+0)
126	The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.	NG				76	24	76	24
		ASC				81	19	81	19
		DIF				(+5)	(-5)	(+5)	(-5)
131	Most faculty would not defend the institution against criticisms from outsiders.	NG				19	82	82	19
		ASC				14	86	86	14
		DIF				(-5)	(+4)	(+4)	(-5)

*DIF = (ASC% - NG%)

The Local Option Items

Table 20 shows the responses of the academic faculty in the Alfred State College sample to the ten local option items. The reader is reminded of our discussion of Section II recommending a critical and cautious approach to interpretation, since a number of the items may be considered biased due to poor item construction. This being said, we note that the largest proportion of positive endorsements are attached to items A and H. Although somewhat less marked, a large proportion of "Agreement" responses appear on items F, I, B, J, E, and D. The smallest proportion of "Agreement" responses are observed on items G and C. The fact that nearly one-third of the sample either indicated that they were "Unable to Respond" or simply did not respond to items G and C may suggest that they were also the most difficult to respond to. Such non-response may be due either to the respondent's felt lack of knowledge about the issue in question (item G?) or to problems in question wording or structure (the "always" in item C?). In any event, we may summarize the findings by stating that, of the sixty-five members of the Alfred State College academic faculty participating in the IFI study:

(a) over 85% agree that:

1. "Faculty and Staff take a personal interest in students and are a source of encouragement to them"
2. "Courses and curricula are oriented toward serving the manpower needs of the State"

(b) between 57% and 72% agree that:

3. "The College Library contains a breadth and depth of books and periodicals appropriate to the mission of the College."
4. "The Instructional Resources Center (Educational Communications) adequately plans, develops and provides instructional aids and systems."
5. "Adequate channels of communication exist among students, faculty, and Administration."
6. "The Office of Financial Aids, the Human Development Center, and the Student Health Center adequately serve the needs of the student body."
7. "College operating funds are expended carefully and efficiently."
8. "Faculty participation on College Committees is neither excessive nor counter-productive."

(c) 37% agree that "An appropriate balance exists between the number of personnel assigned to administrative functions and the number of faculty assigned to academic functions."

(d) 25% agree that "The programs offered by the Division of Student Affairs are always compatible with the academic programs."

It is interesting to discover that the responses to the two items receiving the largest proportion of positive endorsements (A and H) are consistent with our earlier observations and interpretations of IFI scale and item scores.

Table 20: Responses of the Sixty-Five Participating Members of the Alfred State College Academic Faculty to the Institutional Functioning Inventory Local Option Items

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Item No.	Item Content	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Not Responding or Indicating "UNABLE TO RESPOND"
A	Faculty and Staff take a personal interest in students and are a source of encouragement to them	87.70	1.54	10.77
B	Adequate channels of communication exist among students, faculty, and Administration.	67.69	21.54	10.77
C	The programs offered by the Division of Student Affairs are always compatible with the academic programs.	24.62	43.08	32.31
D	Faculty Participation on College Committees is neither excessive nor counter-productive.	56.92	26.15	16.92
E	College operating funds are expended carefully and efficiently.	63.08	16.93	20.00
F	The College Library contains a breadth and depth of books and periodicals appropriate to the mission of the College.	72.30	10.77	16.92
G	An appropriate balance exists between the number of personnel assigned to administrative functions and the number of faculty assigned to academic functions.	36.93	30.77	32.31

Table 20: (CONTINUED)

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Item No.	Item Content	Percent Indicating AGREEMENT	Percent Indicating DISAGREEMENT	Percent Not Responding or Indicating "UNABLE TO RESPOND"
H	Courses and curricula are oriented toward serving the manpower needs of business and industry in the State.	86.16	3.08	10.77
I	The Instructional Resources Center (Educational Communications) adequately plans, develops and provides instructional aids and systems.	70.77	16.93	12.31
J	The Office of Financial Aids, the Human Development Center, and the Student Health Center adequately serve the needs of the student body.	66.16	13.85	20.00

CONCLUSION

Although institutional researchers strive for objectivity in their analyses, the compulsion to express value judgements is occasionally irresistable. In this regard, we feel compelled to express our belief that this report describes an essentially sound organization, one guided by a healthy optimism. We are particularly encouraged by the relative position on the Institutional Esprit (IE) Scale, which is ostensibly indicative of "a sense of shared purposes and high morale among faculty and administrators;" and we offer one final statistic: 97% of the academic faculty in the Alfred State College sample (compared with 73% for the Normative Group) answered affirmatively to the statement, "The institution is currently doing a successful job in achieving its various goals."

We conclude this report simply by expressing our hope that members of the Alfred State College community will find its contents helpful in understanding the character and orientation of their institution as well as their roles within it. Additionally, we hope that it will stimulate discussion and debate on issues important to the future functioning of the institution. Finally, we hope especially that this report does not die the innocuous death of those seemingly limitless flyers, journals, magazines, and reports which become either buried in cylindrical coffins or immortalized in the dust of remote office shelves.

APPENDIX A

INSTITUTIONAL FUNCTIONING INVENTORY

SCALE AND LOCAL OPTION ITEMS

Intellectual-Aesthetic Extracurriculum (IAE) Scale

Item No.	Scoring Key*	Item Content
1	Y	There is a campus art gallery in which traveling exhibits or collections on loan are regularly displayed.
5	Y	Foreign films are shown regularly on or near campus.
7	Y	This institution attempts each year to sponsor a rich program of cultural events--lectures, concerts, plays, art exhibits, and the like.
10	Y	A number of nationally known scientists and/or scholars are invited to the campus each year to address student and faculty groups.
14	Y	At least one modern dance program has been presented in the past year.
15	Y	Students publish a literary magazine.
20	Y	At least one chamber music concert has been given within the past year.
21	Y	At least one poetry reading, open to the campus community, has been given within the past year.
25	Y	There are a number of student groups that meet regularly to discuss intellectual and/or philosophic topics.
31	D-SD	Little money is generally available for inviting outstanding people to give public lectures.
56	SA-A	The student newspaper comments regularly on important issues and ideas (in addition to carrying out the more customary tasks of student newspapers).
66	SA-A	Many opportunities exist outside the classroom for intellectual and aesthetic self-expression on the part of students.

* Item receiving a score of '1'

Freedom (F)

Item No.	Scoring Key *	Item Content
8	Y	There are no written regulations regarding student dress.
16	N	In the past two years, administrators or the governing board have countermanded one or more invitations from student groups to controversial speakers.
22	N	The institution imposes certain restrictions on off-campus political activities by faculty members.
30	SA-A	An essentially free student newspaper exists on this campus (with accountability mainly to its readership).
39	D-SD	Religious authority has meant some curtailment of academic freedom for faculty and students.
47	D-SD	Certain radical student organizations, such as Students for a Democratic Society, are not, or probably would not be, allowed to organize chapters on this campus.
54	D-SD	Certain highly controversial figures in public life are not allowed or probably would not be allowed to address students.
55	SA-A	Eccentric convictions and unpopular beliefs among faculty members are generally not frowned upon by senior administrators or governing board members.
61	SA-A	Faculty members feel free to express radical political beliefs in their classrooms.
64	SA-A	The governing body (e.g., Board of Trustees) strongly supports the principle of academic freedom for faculty and students to discuss any topic they may choose.
71	D-SD	Institutional authorities have reprimanded faculty members who have publicly registered their dissent concerning policies of the state or federal government.
72	D-SD	Idiosyncratic or nonconformist student personal styles and appearances (e.g., beards, long hair) tend to be viewed with disfavor by institutional authorities.

* Item receiving a score of '1'

Human Diversity (HD)

Item No.	Scoring Key*	Item Content
2	Y	There are provisions by which some number of educationally disadvantaged students may be admitted to the institution without meeting the normal entrance requirements.
11	Y	This institution deliberately seeks to admit a student body in which a variety of attitudes and values will be present.
13	N	When this institution is looking for new faculty, it goes primarily to a few nearby graduate schools.
19	Y	A concerted effort is made to attract students of diverse ethnic and social backgrounds.
23	N	One of the methods used to influence the flavor of the college is to try to select students with fairly similar personality traits.
28	D-SD	This institution tends to attract students from a somewhat restricted range of socioeconomic backgrounds.
35	SA-A	A visitor to this campus would most certainly notice the presence of poets, painters, and political activists.
40	D-SD	When recruiting new faculty, care is taken to seek candidates with a particular set of personal values.
42	SA-A	A wide variety of religious backgrounds and beliefs are represented among the faculty.
43	SA-A	A wide variety of religious backgrounds and beliefs are represented in the student body.
53	D-SD	Compared with most other colleges, fewer minority groups are represented on this campus.
65	D-SD	Students or faculty members whose records contain suggestions of unusual characteristics--e.g., bizarre dress, unpopular ideas--are not encouraged to remain here.

* Item receiving a score of '1'

Concern for Improvement of Society (IS)

Item No.	Scoring Key*	Item Content
3	Y	There are programs and/or organizations at this institution which are directly concerned with solving pressing social problems, e.g., race relations, urban blight, rural poverty.
4	Y	A number of professors have been involved in the past few years with economic planning at either the national, regional, or state level.
9	Y	Professors from this institution have been actively involved in framing state or federal legislation in the areas of health, education, or welfare.
12	Y	Quite a number of students are associated with organizations that actively seek to reform society in one way or another.
18	Y	This institution, through the efforts of individuals and/or specially created institutes or centers, is actively engaged in projects aimed at improving the quality of urban life.
24	Y	A number of faculty members or administrators from this institution have gone to Washington to participate in planning various New Frontier, Great Society, and subsequent programs.
27	SA-A	Many faculty members would welcome the opportunity to participate in laying plans for broad social and economic reforms in American society.
34	SA-A	Application of knowledge and talent to the solution of social problems is a mission of this institution that is widely supported by faculty and administrators.
52	D-SD	The notion of colleges and universities assuming leadership in bringing about social change is not an idea that is or would be particularly popular on this campus.
60	SA-A	Senior administrators generally support (or would support) faculty members who spend time away from the campus consulting with governmental agencies about social, economic, and related matters.
69	D-SD	Most faculty on this campus tend to be reasonably satisfied with the status quo of American society.
70	D-SD	The governing board does not consider active engagement in resolving major social ills to be an appropriate institutional function.

* Item receiving a score of '1'

Concern for Undergraduate Learning (UL)

Item No.	Scoring Key*	Item Content
6	Y	There are established procedures by which students may propose new courses.
17	Y	Faculty promotion and tenure are based primarily on an estimate of teaching effectiveness.
32	D-SD	Generally speaking, there is not very much contact between professors and undergraduates outside the classroom.
33	D-SD	Senior professors seldom teach freshman or sophomore courses.
37	SA-A	Either tutorials or extensive independent studies are important features of the undergraduate curriculum.
45	D-SD	How best to communicate knowledge to undergraduates is not a question that seriously concerns a very large proportion of the faculty.
49	SA-A	Professors get to know most students in their undergraduate classes quite well.
51	D-SD	Most faculty members do not wish to spend much time in talking with students about students' personal interests and concerns.
58	D-SD	Because of the pressure of other commitments, many professors are unable to prepare adequately for their undergraduate courses.
59	SA-A	Most faculty members are quite sensitive to the interests, needs, and aspirations of undergraduates.
63	SA-A	In recruiting new faculty members, department chairmen or other administrators generally attach as much importance to demonstrated teaching ability as to potential for scholarly contribution.
68	SA-A	Capable undergraduates are encouraged to collaborate with faculty on research projects or to carry out studies of their own.

* Item receiving a score of '1'

Democratic Governance (DG)

Item No.	Scoring Key*	Item Content
26	SA-A	In general, decision making is decentralized whenever feasible or workable.
29	SA-A	Meaningful arrangements exist for expression of student opinion regarding institutional policies.
36	SA-A	In dealing with institutional problems, attempts are generally made to involve interested people without regard to their formal position or hierarchical status.
38	D-SD	This institution tends to be dominated by a single "official" point of view.
41	SA-A	Power here tends to be widely dispersed rather than tightly held.
44	SA-A	Serious consideration is given to student opinion when policy decisions affecting students are made.
46	D-SD	In reality, a small group of individuals tends to pretty much run this institution.
48	D-SD	Governance of this institution is clearly in the hands of the administration.
50	SA-A	In arriving at institutional policies, attempts are generally made to involve all the individuals who will be directly affected.
57	SA-A	There is wide faculty involvement in important decisions about how the institution is run.
62	SA-A	Students, faculty and administrators all have opportunities for meaningful involvement in campus governance.
67	SA-A	A concept of "shared authority" (by which the faculty and administration arrive at decisions jointly) describes fairly well the system of governance on this campus.

* Item receiving a score of '1'

Meeting Local Needs (MLN)

Item No.	Scoring Key*	Item Content
73	Y	This institution operates an adult education program, e.g., evening courses open to local area residents.
75	Y	Courses are offered through which local area residents may be retrained or up-graded in their job skills.
77	Y	Counseling services are available to adults in the local area seeking information about educational and occupational matters.
80	Y	There is a job placement service through which local employers may hire students for full- or part-time work.
83	Y	Facilities are made available to local groups and organizations for meetings, short courses, clinics, forums, and the like.
86	Y	There are a number of courses or programs that are designed to provide manpower for local area business, industry, or public services.
87	Y	Courses dealing with artistic expression or appreciation are available to all adults in the local area.
91	Y	The curriculum is deliberately designed to accommodate a great diversity in student ability levels and educational-vocational aspirations.
95	Y	Attention is given to maintaining fairly close relationships with businesses and industries in the local area.
119	D-SD	There are no courses or programs for students with educational deficiencies, i.e., remedial work.
128	SA-A	The location of this campus makes it easily accessible to students who live at home and commute.
130	D-SD	This institution considers its most valuable service to lie in educating the upper ten percent or so of secondary school graduates.

* Item receiving a score of '1'

Self-Study and Planning (SP)

Item No.	Scoring Key*	Item Content
76	Y	There is a long-range plan for the institution that is embodied in a written document for distribution throughout the institution.
78	Y	Reports of various institutional studies are announced generally and made available to the entire teaching and administrative staff.
81	Y	One or more individuals are presently engaged in long-range financial planning for the total institution.
84	Y	The institution has a long-range plan based on a reasonably clear statement of goals.
88	N	At the present time, there is greater emphasis on departmental planning than on institution-wide planning.
92	Y	Analyses of the philosophy, purposes, and objectives of the institution are frequently conducted.
93	Y	Planning at this institution is continuous rather than one-shot or completely nonexistent.
103	D-SD	The change that has taken place at this institution in recent years has been more the result of internal and external influences than of institutional purposes (and deliberate planning based thereon).
108	SA-A	Currently there is wide discussion and debate in the campus community about what the institution will or should be seeking to accomplish five to ten years in the future.
110	D-SD	Most administrators and faculty tend to see little real value in data-based institutional self-study.
125	SA-A	There is an institutional research agency at this institution which does more than simply gather facts for the administration.
132	SA-A	Laying plans for the future of the institution is a high priority activity for many senior administrators.

* Item receiving a score of '1'

Concern for Advancing Knowledge (AK)

Item No.	Scoring Key*	Item Content
74	Y	Government or foundation research grants comprise a substantial portion of the institution's income.
79	Y	A number of departments frequently hold seminars or colloquia in which a visiting scholar discusses his ideas or research findings.
82	Y	Quite a number of faculty members have had books published in the past two or three years.
85	Y	There are a number of research professors on campus, i.e., faculty members whose appointments primarily entail research rather than teaching.
89	Y	The average teaching load in most departments is eight credit hours or fewer.
90	Y	Faculty promotions generally are based primarily on scholarly publication.
94	Y	Extensive laboratory facilities exist for research in the natural sciences.
99	SA-A	In general, the governing board is committed to the view that advancement of knowledge through research and scholarship is a major institutional purpose.
102	D-SD	Few, if any, of the faculty could be regarded as having national or international reputations for their scientific or scholarly contributions.
109	SA-A	Professors engaged in research that requires use of a computer have easy access to such equipment.
115	SA-A	One or more important scientific breakthroughs have been achieved at this institution in the past five years.
129	D-SD	Senior administrators do not consider advancement of knowledge through research to be an important institutional purpose.

* Item receiving a score of '1'

Concern for Innovation (CI)

Item No.	Scoring Key*	Item Content
96	SA-A	There is a general willingness here to experiment with innovations that have shown promise at other institutions.
98	SA-A	In the last few years, there have been a number of major departures from old ways of doing things at this institution.
100	D-SD	A sense of tradition is so strong that it is difficult to modify established procedures or undertake new programs.
101	SA-A	High-ranking administrators or department chairmen generally encourage professors to experiment with new courses and teaching methods.
105	D-SD	It is almost impossible to obtain the necessary financial support to try out a new idea for educational practice.
107	D-SD	There have been few significant changes in the overall curriculum in the past five years.
113	D-SD	Proposed curricular changes seem to be accepted or rejected more on the basis of financial considerations than of assumed educational merit.
114	SA-A	The curriculum committee of the college concerns itself with basic curriculum issues rather than, for example, merely approving or disapproving new courses.
118	D-SD	Almost all ideas for innovations must receive the approval of top-level administrative officials before they can be tried out.
120	SA-A	This institution would be willing to be among the first to experiment with a novel educational program or method if it appeared promising.
124	D-SD	There is an air of complacency among many of the staff, a general feeling that most things at the college are all right as they are.
127	D-SD	In my experience it has not been easy for new ideas about educational practice to receive a hearing.

* Item receiving a score of '1'

Institutional Esprit (IE)

Item No.	Scoring Key*	Item Content
97	SA-A	Most faculty members consider the senior administrators on campus to be able and well-qualified for their positions.
104	SA-A	Generally speaking, top-level administrators are providing effective educational leadership.
106	D-SD	Generally speaking, communication between the faculty and the administration is poor.
111	D-SD	Staff infighting, backbiting, and the like seem to be more the rule than the exception.
112	SA-A	The institution is currently doing a successful job in achieving its various goals.
116	SA-A	Close personal friendships between administrators and faculty members are quite common.
117	D-SD	In comparison with most other institutions, faculty turnover here appears to be somewhat high.
121	SA-A	Although they may criticize certain practices, most faculty seem to be very loyal to the institution.
122	SA-A	There is a strong sense of community, a feeling of shared interests and purposes, on this campus.
123	SA-A	In general, faculty morale is high.
126	SA-A	The faculty in general is strongly committed to the acknowledged purposes and ideals of the institution.
131	D-SD	Most faculty would not defend the institution against criticisms from outsiders.

* Item receiving a score of '1'

Local Option Items

Item	Item Content
A.	Faculty and Staff take a personal interest in students and are a source of encouragement to them.
B.	Adequate channels of communication exist among students, faculty, and Administration.
C.	The programs offered by the Division of Student Affairs are always compatible with the academic programs.
D.	Faculty participation on College Committees is neither excessive nor counter-productive.
E.	College operating funds are expended carefully and efficiently.
F.	The College Library contains a breadth and depth of books and periodicals appropriate to the mission of the College.
G.	An appropriate balance exists between the number of personnel assigned to administrative functions and the number of faculty assigned to academic functions.
H.	Courses and curricula are oriented toward serving the manpower needs of business and industry in the State.
I.	The Instructional Resources Center (Educational Communications) adequately plans, develops and provides instructional aids and systems.
J.	The Office of Financial Aids, the Human Development Center, and the Student Health Center adequately serve the needs of the student body.

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